ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
MANGALORE UNIVERSITY
(Accredited by NAAC with 'A' Grade)
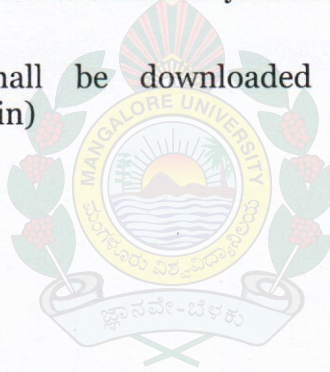
ಕ್ರಮಾಂಕ/No.: MU/ACC/CR 12/2020-21/A2

NOTIFICATION

Sub: Revised syllabus of M.A in Sociology programme.
Ref: Academic Council approval vide agenda
No.:ಎಸಿಸಿಶೈ.ಸಾ.ಸ.1:24 (2020-21) dtd 06.10.2020.
*****

The revised syllabus of M.A. in Sociology programme which is approved by the Academic Council at its meeting held on 06.10.2020 is hereby notified for implementation with effect from the academic year 2020-21.

Copy of the Syllabus shall be downloaded from the University Website (www.mangaloreuniversity.ac.in)
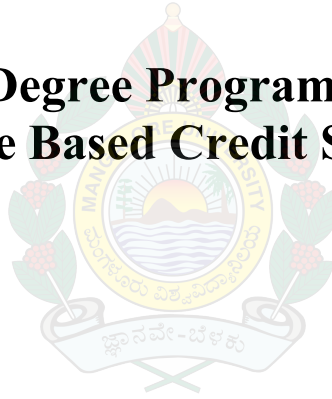
REGISTRAR

To,

1. The Chairman, Dept. of P.G. Studies and Reserch in Sociology, Mangalore University, Mangalagangothri.
2. The Chairman, P.G. BOS in Sociology, Dept. of P.G. Studies and Reserch in Sociology Mangalore University, Mangalagangothri.
3. The Registrar (Evaluation), Mangalore University, Mangalagangothri.
4. The Superintendent (ACC), O/o the Registrar, Mangalore University.
5. The Asst. Registrar (ACC), O/o the Registrar, Mangalore University.
6. The Director, DUIMS, Mangalore University – with a request to publish in the website.
7. Guard File.

MANGALORE UNIVERSITY

Department of
Post Graduate Studies and Research in

Sociology

MA Degree Programme in
Choice Based Credit System

Syllabus

2020-21

Content

Mangalore University
Department of Post Graduate Studies and Research in
Sociology

MA Degree Programme in Choice Based Credit System

General Objectives of the Programme:

1. To equip the students with latest sociological knowledge pertaining to various sub-fields within the discipline of sociology.
2. To orient the students for comprehending, analyzing and critically assessing the social reality from sociological perspective.
3. To inculcate the analytical ability, research aptitude and relevant skills in the students useful for their social and professional life.
4. To prepare the students for undertaking research, jobs in Colleges/Universities/ Research Institutions, various Government Departments and Non-governmental organizations as well as for various competitive examinations.

Programme Outcome: M A Degree in Sociology

The programme in Sociology is to prepare the candidate to equip the employability skills and to acquire comprehensive knowledge on human life and social analysis leading to PG Degree in Sociology. The curricula are prepared to teach the candidate the

PSO 1   Employability skills for efficient service in Government departments,
PSO 2   Research skills to with the research groups, and Market research firms.
PSO 3   Serve in Development agencies,
PSO 4   Teaching - Universities and colleges,
PSO 5   Work with Legal firms and correction centres
PSO 6   Take up independent choice as entrepreneurs.
PSO 7   Equipped with skills to face the social reality confidently.
PSO 8   Strengthens in the core areas of Sociological thinking.
PSO 9   Exposure to students on special and new streams in Sociology.
PSO 10   Field work research through Project Work

New CBCS Scheme of Courses – Sociology

Sem	Hard Core			Soft Core			Open elective			Project	Total
	Course	Credit	Total	Course	Credit	Total	Course	Credit	Total		
I	**3**	5	15	**2**	4	8					23
II	**2**	5	10	**2**	4	8	**1**	3	3		21
III	**2**	5	10	**2**	4	8	**1**	3	3		21
IV	**2**	5	10	**2**	4	8				5	23
Total	9		**45**	8		**32**	2		**6**	**5**	**88**
			57%*			**43%****					**100%**
			51%*			**36%****			**7%****	**6%***	**100%**

Selection of Courses:

The courses offered under each semester are indicated in 3 categories (see table next page)

   a. Hard Core, compulsory courses. (SYH)
   b. Soft core, optional courses. (SYS)
   c. Open elective courses. (SYE)
   d. Project work and dissertation (SYP compulsory)

- The hard core courses are compulsory.

- The soft core courses are taken in options. The candidate has to opt for **ANY TWO courses** in a semester from the courses offered in that semester.

- The open elective courses are offered for candidates of other streams or faculties. The sociology candidates have to opt for courses offered by other departments in the campus or within the university jurisdiction as stated in the university guidelines.

Courses offered in the Department

Sl No	Course type	Title of the Course	Hours	Credits	Theory	IA	Total
		SCHEME OF M.A. Sociology SYLLABUS					
		Semester I					
1	Hard Core	SYH 401 Classical Sociological Traditions	80	5	70	30	100
2	Hard Core	SYH 402 Research Methodology	80	5	70	30	100
3	Hard Core	SYH 403 Indian Society	80	5	70	30	100
4	Soft Core	SYS 404 Society in Karnataka	64	4	70	30	100
5	Soft Core	SYS 405 Rural and Urban Society in India	64	4	70	30	100
6	Soft Core	SYS 406 Sociology of Marginalised Groups	64	4	70	30	100
7	Soft Core	SYS 407 Sociology of Social Movements	64	4	70	30	100
8	Soft Core	SYS 408 Sociology of Tribes	64	4	70	30	100
9	Soft Core	SYS 409 Sociology of Environment	64	4	70	30	100
		Semester II					
10	Hard Core	SYH 451 Development of Sociological Theories	80	5	70	30	100
11	Hard Core	SYH 452 Social Statistics	80	5	70	30	100
12	Soft Core	SYS 453 Sociology of Health and Sanitation	64	4	70	30	100
13	Soft Core	SYS 454 Political Sociology	64	4	70	30	100
14	Soft Core	SYS 455 Sociology of Ageing	64	4	70	30	100
15	Soft Core	SYS 456 Sociology of Disaster and Social Crisis	64	4	70	30	100
16	Soft Core	SYS 457 Sociology of Backward Classes	64	4	70	30	100
17	Soft Core	SYS 458 Sociology of Leisure and Sports	64	4	70	30	100
18	Elective	SYE 459 Invitation to Sociology	48	3	70	30	100
19	Elective	SYE 460 Society in Coastal Karnataka	48	3	70	30	100

		Semester III					
20	Hard Core	SYH 501 Sociological Theories	80	5	70	30	100
21	Hard Core	SYH 502 Social Stratification and Mobility	80	5	70	30	100
22	Soft Core	SYS 503 Crime and Society	64	4	70	30	100
23	Soft Core	SYS 504 Sociology of Religion	64	4	70	30	100
24	Soft Core	SYS 505 Social Psychology	64	4	70	30	100
25	Soft Core	SYS 506 Globalisation and Society	64	4	70	30	100
26	Soft Core	SYS 507 Human Rights and Social Justice	64	4	70	30	100
27	Soft Core	SYS 508 Sociology of Minorities	64	4	70	30	100
28	Elective	SYE 509 Indian Society : Contemporary Issues	48	3	70	30	100
29	Elective	SYE 510 Sociology of Sanitation	48	3	70	30	100
		Semester IV					
30	Hard Core	SYH 551 Modern Sociological Theories	80	5	70	30	100
31	Hard Core	SYH 552 Gender and Society	80	5	70	30	100
32	Soft Core	SYS 553 Education and Society	64	4	70	30	100
33	Soft Core	SYS 554 Sociology of Development	64	4	70	30	100
34	Soft Core	SYS 555 Industry and Society	64	4	70	30	100
35	Soft Core	SYS 556 Social Entrepreneurship	64	4	70	30	100
36	Soft Core	SYS 557 Sociology of Science and Technology	64	4	70	30	100
37	Soft Core	SYS 558 Sociology of Media and Communication	64	4	70	30	100
38	Compulsory	SYP 559 Project Work - Dissertation	80	5	70	30	100

Evaluation of the course consists of

1. Theory exam for 3 hours duration for 70 marks
2. Internal Assessment for 30 marks
    a. 10 marks for 2 written Internal Assessment Exams
    b. 10 marks for 1 Assignment and Presentation
    c. 10 marks for 1 Book Review

Question paper pattern:

Time : 3 Hours   Max. Marks : 70

Note:
    a. Answer ALL questions.
    b. All questions carry equal marks
    c. Each answer should not exceed 8 pages.

1. Question.

        or

    Question.

2. Question.

        or

    Question

3. Question.

        or

    Question.

4. Question.

        or

    Question.

5. Write short notes on any TWO of the following:
    a. Q
    b. Q
    c. Q
    d. Q

SYH 401 Classical Sociological Traditions

Objectives:

After studying this course, the learners will be able to -
1. Understand the linkage between the social changes in the economic and social systems and the emergence of discipline of Sociology.
2. Know the theoretical foundations of Sociology on which edifice of modern Sociological theories are built; and develop insights for understanding the later developments in sociological theory.
3. Develop critical thinking, analytical ability to interpret the social scenario around.
4. Learn the historical, socio-economic and intellectual forces in the rise of sociological theory.
5. Understand the sociological theories of Auguste Comte, Herbert Spencer, Karl Marx, Max Weber and Emile Durkheim.

Course Outcome:

CO1. Understand the emergence of Sociology.
CO2. Know the foundations of Sociology.
CO3. Understand the contributions of early sociologists.
CO4. Impart critical thinking
CO5. Inculcate analytical ability to interpret the social scenario.
CO6. Understand the forces in the rise of sociological theory.
CO7. Understand the concepts of early sociologists

Course Content:

UNIT - I: Origin of Social Thought   Hrs – 16
   a. Historical background of social thought – social context and intellectual traditions.
   b. Emergence of sociology as a discipline – enlightenment, industrial revolution, French revolution, growth of other social sciences.
   c. New modes of thinking and reasoning –scientific and humanistic perspectives.

UNIT - II: Auguste Comte and Herbert Spencer   Hrs - 16
   a. Positivism and law of three stages
   b. Theory of evolution and social Darwinism
   c. Organismic analogy and Classification of society

UNIT -III: Karl Marx   Hrs - 16
   a. Dialectical materialism
   b. Class struggle and alienation
   c. Stages of growth of society; utopia

UNIT - IV: Max Weber   **Hrs - 16**
   a. Social action, authority and rationality
   b. Vertehen; Methodology – ideal types
   c. Protestant ethics and spirit of capitalism

UNIT- V: Emile Durkheim   **Hrs - 16**
   a. Division of labour; social solidarity – mechanical and organic
   b. Social facts; suicide and its types
   c. Elementary forms of religion

Reference Books:

Abraham, J.H., 1974. *Origin and Growth of Sociology*, London: Pelican books.

Aron, Reymond. 1965 – 1967: *Main Currents in Sociological Thought*, Vol.1 and II, Penguin, Chapters on Marx, Durkheim and Weber.

Barnes, H.E. 1980. *An Introduction to the History of Sociology*, University of Chicago Press, Chicago.

Bogaradus, E. 1969. *The Development of Social Thought*, Vakils, Feffer and Simon's, Bombay.

Coser, Lewis. 1977. *Masters of Sociological Thought*, Harcourt & Brace, Chicago.

Giddens, Anthony. 1997. *Capitalism and Modern Social Theory – A analysis of writings of Marx, Durkheim and Weber*, Cambridge University Press.

Hughes, John A., Martin, Peter, J. and Sharrock, W.W.1965 : *Understanding Classical Sociology – Marx, Weber and Durkheim*, London : Sage.

Nisbet. 1966. *The Sociological Tradition*. Heinemann Educational Books Ltd., London.

Parsons Talcott. 1937- 1949. *The structure of social Action*, McGraw Hill, New York.

Ritzer, George. 2000. *Classical Sociological Theory*, McGraw Hill, New York.

Swingwood, A. 1984. *A Short History of Sociological Thought*, Macmillan, Hong Kong.

Turner, Jonathan H, 2007. *The Structure of Sociological Theory* (IV Edition) Rawat Publication, Jaipur.

Zeitlin, Irvin. 1981. *Ideology and the Development Sociological Theory*. Prentice Hall.

SYH 402 Research Methodology

Objectives:

This course aims to provide
1. An understanding of the nature of social phenomena, the issues involved in social research and the ways and means of studying social reality.
2. Study of research methods as a means of understanding social reality.
3. Exposure to the fundamentals of various research techniques and methods.
4. Introduction to the philosophical foundations of social research.
5. Acquaintance with the quantitative and qualitative strategies of research

Course Outcome:

CO1. Learn social research and the ways and means of studying social reality.
CO2. Study of research methods and research techniques.
CO3. Understand the Philosophical foundations of social research.
CO4. Understanding of issues involved in social research.
CO5. Exposure to the various research techniques and methods.
CO6. Quantitative and qualitative strategies of research

Course Content:

UNIT - I : Social Research: Hrs - 16

a. Philosophical Roots of Social Research – Ontology, Epistemology, Hermeneutics and Semiotics
b. Issues of epistemology - Positivism, Interpretative Understanding. Hermeneutics, Phenomenology, Ethno-methodology and Symbolic Interactionism
c. Problems in Social Research; Objectivity and Subjectivity in Social Sciences
d. Types of Social Research – Theoretical, Empirical, Applied, Participatory and Action Research

UNIT - II: Research Procedures: Hrs - 16

a. Role of theory in social research
b. Concepts; Problems of Conceptualization and operationalisation
c. Steps in social research; Hypothesis
d. Research Design: Meaning and Types

UNIT III : Methods of Social Research: Hrs - 16

a. Types of data; qualitative and quantitative
b. Inductive and deductive method
c. Social survey; sampling and its types
d. Case Study Method

UNIT -IV : Methods of Data Collection: Hrs - 16
   a. Primary Data: 1. Observation, 2. Questionnaire 3. Interview
   b. Secondary Data and Sources
   c. Oral History
   d. Measurement and Scaling method – Likert, Bogardus social distance

UNIT –V : Analysis of Data and Report Writing: Hrs - 16
   a. Analysis and Interpretation of Data
   b. Content analysis
   c. Types of report
   d. Qualities of Research Report

Reference Books:

Bailey, Kenneth. 1988. *Methods of Social Research*, John Willey & Sons, New York.

Black, James A. and Champion, Dean J. 1976. *Methods and Issues in Social Research*, John Willey & Sons, New York.

David, Dooley. 1997. *Social Research Methods*, Prentice Hall, New Delhi.

Davis, G.B. 1981. *Introduction to Computers*, Mc Graw Hill, New Delhi.

Goode, William J. & Hatt, Paul K. 1952. *Methods in Social Research*, McGraw Hill New Delhi.

Kerlinger, Fred N. 1964. *Foundations of Behavioural Research*, Surgeet, Delhi.

Krishnaswami, O.R. 1983. *Methodology of Research in Social Sciences*, Himalaya, Bombay.

Marie Jahoda, et al., 1958. *Research Methods in Social Research*, The Dryden Press, New York.

Moser,C.A. & Kalton G. 1971. *Survey Methods in Social Investigations* E.L.B.S.& Heinemann, London.

Narayan, Deepa 1997. *Toward Participatory Research*, The World Bank, Washington.

Tim May. 2001. *Social Research: Issues methods and process*, Rawat, Jaipur

Young, Pauline V. 1982. *Scientific Social Surveys & Research*, Prentice Hall, New Delhi.

SYH 403 Indian Society

Objectives:

After studying this course, the learners will be able to:
1. Understand the diversities and unity in Indian Society;
2. Know the major segments and traditions in society.
3. Understand the continuities and changes taking place in Indian society;
4. Understand various theoretical perspectives to comprehend Indian Society.
5. The sociological perspectives presented in this course will enable students to gain a better understanding of their own situation and region.

Course Outcome:

CO1. Understand the diversities in India.
CO2. Understand theoretical perspectives to comprehend Indian Society.
CO3. Understand the factors for unity in Indian Society;
CO4. Know the major segments in society,
CO5. Understand the continuities and changes taking place in Indian society;
CO6. Better understanding of social situation in the given region.

Course Content:

UNIT – I: Introduction   Hrs - 16
   a. Geographical and Historical Background
   b. Linguistic and religious distribution
   c. Unity and diversity in India

UNIT – II: Theoretical Perspectives   Hrs - 16
   a. Indological/Textual (G.S. Ghurye, Louis Dumont)
   b. Marxism (D.P. Mukhaerjee, A.R. Desai)
   c. Subaltern (B.R. Ambedkar, David Hardiman)

UNIT- III: Changing Trends in Marriage and Family in India   Hrs - 16
   a. Marriage and Divorce in India
   b. Changing trends in Family in India
   c. Property and Succession Rights

UNIT – IV: Caste System in India   Hrs - 16
   a. Features of caste and Changing Trends
   b. Scheduled castes, scheduled tribes and other backward classes
   c. Positive discrimination – Reservation and its implications

UNIT –V: Social Change in Contemporary India   **Hrs - 16**

   a. Meaning and Theories of Social Change – linear, cyclical and conflict
   b. Processes of Change in Caste – Sanskritization and Westernization
   c. Social Change and Society – Modernization, Secularization and
       Globalization.

Reference Books:

Beteille, Andre.1971. *Caste, Class and power*, Berkeley, University of California.

Dhanagare, D.N. 1993: *Themes and Perspectives in Indian Sociology*. Rawat: Jaipur.

Dube, Leela.1997: *Women and Kinship*, Comparative Perspectives on Gender
       Southern South Asia.

Dumont, Louis.1988: *Homo Hierarchicus*, Oxford University Press.

Hardiman, David 1987: *The Coming of the Devi: Adivasi Assertion in Western India*,
       Oxford University Press.

Kapadia, K.M.1981: *Marriage and Family in India*, Oxford University Press.

Karve Iravathi, *Kinship Organization in India*.

Lannoy, Richard. 1971: *The Speaking Tree, A Study of Indian Culture and Society*.
       London: Oxford University Press.

Marriott, McKim 1990: *India through Hindu Categories*. Sage: Delhi.

Michael.S.M.1999: *Dalits and Modern India* ; visions and values.

Mondelboum, D.C.1972: *Society in India*; popular Prakashan, Bombay.

Oommen, T.K. and P.N. Mukherjee, eds. 1986: *Indian Sociology: Reflections and
       Introspections*. Popular Prakashan: Bombay.

Rao, M.S.A.(ed) 1974: *Urban Sociology in India*, Orient Longman, New Delhi.

Singer, Milton &Cohen, Bernards, 1996: *Structure and change in Indian Society*,
       Rawat, Jaipur.

Singh,A.K. 1998: *Forest and Tribal in India*.

Srinivas, M.N. 1987: *The Dominant Caste and other Essays*, Oxford University,
       New Delhi.

SYS 404 Society in Karnataka

Objectives:

After completion of the course one will be able to
1. Enhance sociological knowledge about the local and regional context of Karnataka.
2. Acquaint students with the changing trends in Karnataka with special reference to Development processes
3. Analyse the caste politics in Karnataka state
4. Learn about the unique cultures in Karnataka
5. Analyse the social dynamics resulted through social movements

Course Outcome:

CO1. Sociological knowledge about the local and region.

CO2. Acquaint with changing trends in Karnataka

CO3. Learn the unique cultures in Karnataka

CO4. Understand the Regional context of Karnataka.

CO5. Changing trends in Development processes and caste politics

CO6. Learn about the unique cultural diffusion in Karnataka

Course Content:

UNIT I : Introduction: **Hrs-14**
a. Historical and political developments in formation of statehood
b. Special features – society in Coastal Karnataka and Kodava Culture
c. Border areas of Karnataka and its influence

UNIT – II: Social Organisation: **Hrs - 12**
a. Castes in Karnataka
b. Religions in Karnataka
c. Tribes in Karnataka

UNIT – III: Development Scenario of Karnataka: **Hrs -12**
a. Development Prior to Independence and after Independence
b. Human Development indicators of Karnataka
c. Regional imbalance in development

UNIT – IV: Movements in Karnataka: **Hrs -14**
a. Backward Classes and Dalit movement
b. Religious movements, Sharana movement, Dasa Movement
c. Progressive movements – literary and farmers' movements

UNIT – V: Sociologists of Karnataka and their Contributions: Hrs-12
   a. M.N. Srinivas
   b. C. Parvathamma
   c. K. Ishwaran

References Books:

Government of Karnataka. 2006. *Karnataka Human Development Report* 2005, Planning and Statistics Department, Bangalore.

Jai Prabhakar S C, *Socio-Cultural Dimensions of Development in North Karnataka*, CMDR Monograph Series No. – 63.

Karnataka Human Development Reports.

Malini Adiga. 2006. *The Making of Southern Karnataka*: Society, Polity and Culture in the early medieval period, AD 400–1030, Orient Longman, Chennai.

Narasimhacharya, R. 1988. *History of Kannada Literature*, 1988, Asian Educational Services, New Delhi.

Nilakanta Sastri, K.A. 1955. *A History of South India, From Prehistoric times to fall of Vijayanagar*, OUP, New Delhi.

Panchamukhi P R. 2001. *North-South Divide: Karnataka's Development Scenario*, CMDR Monograph, Series No.21, pp.1-10, Centre for Multi-Disciplinary Development (CMDR), Dharwad, Karnataka.

Rajyashree, K.S. "Kodava Speech Community: An Ethnolinguistic Study". *Online webpage of languageindia.com*. M. S. Thirumalai.

Srikanta Sastri, S. 1940. *Sources of Karnataka History*, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.

Suryanath U. Kamat. 2001. *Concise history of Karnataka*. MCC, Bangalore

SYS 405 Rural and Urban Society in India

Objectives:

This course is designed
1. To provide sociological understanding of rural and urban society in India
2. To acquaint students with basic concepts in rural and urban studies
3. To analyze rural and urban problems in India
4. To provide knowledge of rural and urban governance.
5. To impart sociological skills to reconstruct rural institutions and rural development programmes to plan, monitor and evaluate rural development programmes.
6. To develop the understanding of students regarding the linkages between urban and rural reality

Course Outcome:

CO1. Analyze rural and urban problems in India
CO2. Knowledge of rural and urban governance.
CO3. Skills to reconstruct rural institutions and rural development.
CO4. Sociological understanding of society in India
CO5. Basic concepts in rural and urban studies
CO6. Development programmes to plan, monitor and evaluate.
CO7. Understanding of the linkages between urban and rural reality

Course Content:

UNIT – I : Rural Society: Hrs -14

a. Scope and Importance of Study of Rural Sociology in India
b. Social organisation – Settlement Patterns, caste, class, family and religion.
c. Rural problems in India

UNIT – II : Rural Society and Planned Change: Hrs - 12

a. Land reforms and rural development programmes
b. Rural governance and panchayati raj
c. Impact of globalisation on rural society

UNIT – III : Urban Society: Hrs - 14

a. Urbanisation, urban studies and its importance in India
b. Trends in urban growth in India
c. Urban problems – transport, housing and slums, water scarcity, pollution.

UNIT – IV : Urban Governance: Hrs - 12

a. Urban planning in India
b. Urban governing bodies
c. Impact of urbanisation on family, caste and women.

UNIT – V : Rural Urban Transition: **Hrs - 12**
   a. Rural-urban fringe – suburban transformation
   b. Rural-urban continuum, migration and trends
   c. Government policies: PURA .

Reference Books:

Das Veena, (ed), 2003, *Oxford India Companion to Sociology and Social Anthropology*; Oxford University Press, New Delhi.

Desai, A.R. (Ed). 1978. *Rural Sociology in India*, Bombay, Popular.

Doshi S.L. and P.C. Jain. 1999. *Rural Sociology*, Jaipur, Rawat.

Fernandes Leela 2007. *The New Urban Middle Class*, OUP, New Delhi.

Gilbert Alan and Gugler Josef, (ed), 2000, *Cities, Poverty and Development*-Urbanization in the Third World; Oxford University Press, Oxford.

Kosambi Meera, 1994, *Urbanisation and Urban Development in India*, ICSSR, New Delhi

Kundu, A and Sarangi N. *Migration, Employment Status and Poverty* An Analysis across Urban Centres (Economic and Political Weekly, January 27, 2007)

Patel, Sujata & Deb Kushal. 2006. *Urban Studies*. Oxford University Press.

Politics and Urban Governance in India (Economic and Political Weekly, June 30,2007)

Punit, A.E. 1978. *Social Systems in Rural India*, Delhi, Sterling.

Rao M. S. A. (ed.), 1974, *Urban Sociology in India*, Orient Longman, Hyderabad.

Singh, Yogendra. 1977. *Social Stratification and Change in India*, Manohar, New Delhi.

Sivaramkrishnan, K., A Kundu and B.N. Singh, 2005. *Handbook of Urbanisation in India*, Delhi.

Sorokin, P. and Other (Eds.). 1965. *Systematic Source Book in Rural Sociology*, New York: Russell and Russell.

Srinivas, M.N. 1962. *Caste in Modern India and Other Essays*, Asia Publishing House, Bombay.

SYS 406 Sociology of Marginalised Groups

Objectives:

This course helps the student
1. To focus on the segments of population lived on the margins of society.
2. Analyse the social situation of groups that have not received adequate attention.
3. To sensitize students to the significance of the sociological study on Dalits.
4. To study the tribal communities and nomadic castes and tribes.
5. To focus on groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

Course Outcome:

CO1. Focus on the neglected segments of the population.
CO2. Sociological study of Dalits,
CO3. Understand tribal communities and nomadic tribes.
CO4. Focus communities in extreme poverty, deprivation and discrimination.
CO5. Nature of social exclusion in India.
CO6. Positive discrimination and reservation policy.

Course Content:

UNIT – I : Introduction: Hrs -14
   a. Meaning and Process of Marginalizaiton
   b. Scope and Importance of the Study of Marginalization
   c. Marginalization and its Socio-Economic Indices: Poverty, Relative deprivation, Exploitation, Discrimination, Backwardness, and Inequality

UNIT – II : Perspectives on Marginalization: Hrs -12
   a. Role of Ideology in Marginalization
   b. Subaltern perspective - Views of Phule, Periyar and Ambedkar
   c. Human rights perspective

UNIT – III : Marginalized Groups in India: Hrs -14
   a. Schedule Castes and Scheduled Tribes
   b. Minorities: Muslims, Christians, Parsees
   c. Women and Aged

UNIT – IV : Emerging Marginalized Groups: Hrs -12
   a. Gay, Lesbians and Transgender
   b. Displaced by development projects
   c. Refugees

UNIT – V : Marginalization and Affirmative Actions: Hrs -12
    a. Constitutional Provisions
    b. Governmental Policies and Programmes
    c. Role of N.G.Os.

Reference Books:

Ambedkar, B.R. 1946. *Who Were the Shudras*? Thacker and Co.Ltd., Bombay.

Ambedkar, B.R. 1948. *The Untouchables : Who are They and Why They Became Untouchables*, Amrit Book, New Delhi.

David E. Newton, (II ed.): *Gay and Lesbian Rights*: A Reference hand book, Green wood publishing group.

Elwin, Verier. 1963. *A New Deal for Tribal India*.

Ghurye, G.S. 1969. *Caste, Race and Occupation in India*, New Delhi.

Kamble, M.D. *Deprived Caste and Their Struggle for Equality* New Delhi, Ashish Publishing House.

Kananakel, Joshi. 1963. *Scheduled Caste and The Struggle Against Inequality*, New Delhi, Indian Social Institute.

Khan , Mumtaz Ali 1980. *Scheduled Caste and Their Status in India*, New Delhi, Uppal Publishing House.

Paisley Currah (ed.): *Transgender Rights*, The University of Minnesota Press.

Patnaik, N. 1972. *Tribes and Their Development*, Hyderabad, Hyderabad Institute of CommUnity Development.

Praksh, Nirupama. 1989. *Scheduled Castes and Socio-Economic Changes*, Allahabad : Chugh Publications.

Rajath, Vinay D. 2016. *Relegated Identities: Studies on Marginalisation*. Mangalore: Mangala Publications.

Ranjeet, Guha. *Subaltern's Studies* 2 Vols, Oxford, OUP.

Richard Peddicord, O.P. Sheed and Ward. *Gay and Lesbian Rights*: A Question Sexual Ethics or Social Justice.

Vasant, Moon. *Dr. Babasaheb Ambedkar*, *Writings and Speeches* Vol. 1-14, Government of Maharastra Publication.

SYS 407 Sociology of Social Movements

Objectives:

After completion of this course, the learners will be able to:
1. Look at the social movements from Sociological Perspective.
2. Understand the dynamics of social movements.
3. Analyse the role of social movements in the social change in India.
4. Understand the role of social movements in social transformation in India
5. Understand the various approaches to the study of social movements.

Course Outcome:

    CO1. Understand the dynamics of social movements
    CO2. Role of social movements in social transformation in India.
    CO3. Understand approaches to the study of social movements.
    CO4. Look at the social movements from sociological perspective.
    CO5. Rise of social movements in India.
    CO6. Societal impact of social movements.

Course Content:

UNIT – I : Introduction   Hrs -14
    a. Scope and Significance of Sociology of Social Movements
    b. Characteristics and types of Social Movements
    c. Social Movements, Social Change and social transformation

UNIT – II : Theories of Social Movements   Hrs - 12
    a. Deprivation Theory and Resource Mobilisation Theory
    b. Structural Strain Theory and Political Process Theory
    c. New Social Movement Theories

UNIT – III : Environmental Movements   Hrs - 14
    a. Brief History of Environmental Movements in India
    b. Chipko Movement and Appiko Movement
    c. Narmada Bachao Movement and Silent Valley Movement

UNIT – IV : Women movements in India   Hrs - 12
    a. Women Participation in Reform Movements in India
    b. Women Movements in India
    c. Phases of Women's Movements in India; Me TOO

UNIT – V : Social Movements and Civil Society   Hrs - 12
    a. Role of Civil Organisation in Social Movements
    b. Social Capital and Political Trust
    c. Youth and Social Movements

Reference Books:

Banks, J.A. 1972. *The Sociology of Social Movements*, London, Mac Millan.

Cameran, W.R. 1966. *Modern Social Movements*, New York Random House.

Chawdhary, S. *Peasants and workers Movements in India*.

David S. Meyer, Nancy Whittilev, and Belinda Robnett. 2002. *Social Movements*, Oxford, New York.

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James, Petras and Henry Vettmeyer. 2005. *Social Movements and State Power*, Pluto Press, London.

Malik, S.C. (ed.). 1977. *Dissent, Protest and Reform in Indian civilization*, Indian Institute of advanced study, Simla.

Oommen, T.K. 2004. *Nation, Civil Society and Social Movements*, Sage, Delhi.

Rao, M.S.A (ed). 1979. *Social Movements and Social Transformation*, Delhi : Mac Millian.

Shah, Ganshyam, 2002. *Social Movements and the State*, New Delhi, Sage.

Sunanda, Patwardhan. 1973. *Social change among India's Harijans*: Maharashtra A Case Study, Orient Longman, Hyderabad.

SYS 408 Sociology of Tribes

Objectives:

After the completion of this course the student will be able to-

1 Gain a comprehensive knowledge on categorization of the 'Tribal' society.
2 Understand the demographic features and social structure among the tribes.
3 Analyse the cultural patterns among the tribal communities.
4 Understand the problems of tribal people.
5 Evaluate the welfare policies specific to tribal development.

Course Outcome:

CO1. Understand the nature and feature of Tribes in India
CO2. Learn about tribal problems and welfare programmes
CO3. Understand approaches to the study of tribes.
CO4. Look at the tribal community from sociological perspective.
CO5. Rise of tribal unrest in India.
CO6. Design strategies for tribal empowerment.

Course Content:

UNIT I : Introduction   Hrs - 12

a. The Rationale of studying Tribal Society
b. Meaning, Nature, scope and significance of Sociology of Tribes
c. Sociology of Tribes in India: a perspective

UNIT II: Tribes in India and their classification   Hrs - 12

a. Geographical distribution
b. Linguistic composition
c. Racial Diversities

UNIT III: Ethnographic Profiles of Selected Indian Tribes   Hrs - 14

a. The Bedas (Hunter-ruling) and The Siddis of Karnataka (Forest)
b. The Gowdalu and Hasala's of Karnataka
c. The Koraga of Coastal Karnataka

UNIT IV: Tribal Social System   Hrs - 14

a. Tribal family and marriage
b. Tribal Economy, Religion and Recreation
c. Problems of the tribal and Tribal Unrest

UNIT V: Tribal Welfare and Commissions   Hrs - 14

a. Tribal development strategies and problem of tribal Integration
b. Constitutional provisions. Policies and programmes
c. Education and social transformation

Reference:

Ahuja R (2001) Society in India, Rawath Publication, New Delhi.

Bose, N.K. (1941), Hindu mode of Tribal absorption, Science and Culture vol. VII

Enthoven, Tribes and Castes of Mysore.

Forde, G.D. (1979) (original 1934) Habitant, Economy, and Society, London, Methnen & co. Ltd.

Ghurye G.S., 1963. The Scheduled Tribes, Popular Prakashan, Bombay.

Kuppuswamy (2010) Social Change in India, Konark publishers Pvt. Ltd, New Delhi.

Majumdar R.C, The History and Culture of the Indian people, Bharatiya, Vidya Bhavan, Vol. III 1962.

Nadeem Hasnain, 2011, Tribal India, Palaka Prakashana, New Delhi.

Smelser N.J (Ed.) 1970, Sociology, Wiley Eastern, New Delhi.

Toynbee A. J. (1947), A study of History (Abridgement of vol. I-VI) New York, Oxford University, Press.

Vidyathri. L.P and B.K. Rai (1985), The Tribal Culture of India, concept publishing company, New Delhi.

SYS 409 Sociology of Environment

Objectives

The main objectives of the course are to -

1 Make aware of the meaning of Environment and its relationship with society.
2 Understand the changing environment and modes of living in different ecological conditions.
3 Develop holistic approach to feel man-environment relationship taking into account technology and socio-cultural facts.
4 Acquaint students to the technological conditions and its impact on social organization of society.
5 Learn the policies to safeguard environment

Course Outcome:

CO1. Understand the issues related to environment
CO2. Role of sociology in promoting environmental protection.
CO3. Understand policies to protect environment.
CO4. Look at the environment from sociological perspective.
CO5. Analyse the rise of environmental movements in India.
CO6. Societal impact of environmental pollutions.

Course Content:

UNIT – I: Introduction   Hrs - 12

a. Emergence of Environmental Sociology
b. Scope and Significance of Sociology of Environment
c. Approaches to the study of environment : Marxian, Gandhian, Eco- feminism

UNIT -II: Environment and Environmental Problems   Hrs - 12

a. Inter-relation between Environment and Society
b. Nature of Environmental Problems
c. Types of Environmental Problems

UNIT – III: Contemporary Environmental issues in India   Hrs - 14

a. Pollution and their effects
b. Deforestation; Environmental Disasters
c. Developmental Projects- Displacement & Rehabilitation

UNIT– IV: Toward Environmental Conservation in India   Hrs - 14

a. Environment and Development
b. Environmental Movements & The Politics of Development
c. Environment policies in India

UNIT-V: State, Society and Environment   **Hrs - 12**

      a. Constitutional provisions in India
      b. The State and International Agencies
      c. Role of NGO's in environment protection

Reference:

Arnold David, & Guha R (eds) Nature, Culture & Imperialism, New Delhi, OUP 1955

Baviskar Anita , In the Belly of the River : Tribal Conflicts and Development in the Narmada Valley, New Delhi OUP 1997.

Tellegu egbert & Marken Wolsink; Society and Its Environment: An Introduction, GBSP Amsterdam, Nether lands. 1994.

Gadgil M. & Guha, R., Ecology & Equity: The Use & Abuse of Nature in Contemporary India, New Delhi, OUP, 1996.

Giddens, Anthony, The Consequences of Modernity, Cambridge, Polity press. 1990

Guha Ramachandra (ed) Social Ecology, New Delhi, Oxford University Press, 1998.

Hannigan, John A: Environmental Sociology: A Social Constructionist Perspective, London, RKP, 1995.

Hawley,A.H. Human Ecology : A Theory of Community Structure.

Martel Luke Ecology & Society : An Introduction, Polity Press, 1999.

Madan Mohan, Ecology & Development : Rawat, Jaipur, 2000

Merchant Carolyn, Ecology : Key Concepts in Critical Theory, Humanities press, New Jersey

Michcal Redclift and Graham Woodgate: The International Hand book of Environmental Sociology Edward Edgar, Cheltenham U.K. 1997.

Munshi, India, "Environment in Sociological Theory" Sociological Bulletin, Vol. 49 No.2, 2000.

State of India's Environment, 1985, Report of Centre for Science & Environment.

SYH 451 Development of Sociological Theories

Objectives:

The course intends

1. To familiarise the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline.
2. To help students gain an understanding of some of the classical contributions in sociology, and their relevance to its contemporary concerns.
3. Know the theoretical foundations of Sociology on which edifice of modern Sociological theories are built; and develop insights for understanding the later developments in sociological Theory.
4. Develop critical thinking, analytical ability to interpret the social scenario around.
5. Learn the historical, socio-economic and intellectual forces in the rise of sociological theory.

Course Outcome:

CO1. Understand social and intellectual contexts of emergence of sociology.
CO2. Understand classical contributions in sociology.
CO3. Know the theoretical foundations of Sociology.
CO4. Relevance of contemporary sociological concerns.
CO5. Developments in sociological Theory.
CO6. Critical thinking, analytical ability to interpret the social scenario.
CO7. Historical, socio-economic and intellectual forces in sociological theory.

Course Content:

UNIT – I: Talcott Parsons: **Hrs -16**

a. Structure of social action
b. Pattern variables
c. Model of social system AGIL

UNIT – II : R K Merton: **Hrs -16**

a. Middle range theories
b. Social Structure and Anomie; Social functions and dysfunctions
c. Functional alternatives

UNIT – III: Vilfredo Pareto   **Hrs - 16**

a. Logical and Non Logical Actions - Logico Experimental Method
b. Residues and Derivations
c. Theory of Circulation of Elites

UNIT – IV Pitrim Sorokin: Hrs - 16
   a. Integralist approach and Forms of Interaction
   b. Theory of Social Change
   c. Theory of Social Mobility

UNIT – V: Georg Simmel: Hrs - 16
   a. Formal Sociology
   b. Dialectical method and functions of conflict
   c. Forms of Sociation; Philosophy of Money

Reference Books:

Abraham, F and J.H. Morgan. 1985. *Sociological Thought*, Delhi:.Macmillan India.

Abraham, J.H., 1974. *Origin and Growth of Sociology*, London: Pelican books.

Aron, Raymond. 1970. *Main Currents in Sociological Thought* (Two Volumes), Doubleday, Garden City.

Barnes, H.E. 1980. *An Introduction to the History of Sociology*, University of Chicago Press, Chicago.

Bogaradus, E. 1969. *The Development of Social Thought*, Vakils, Feffer and Simon's, Bombay.

Coser, Lewis. 1977. *Masters of Sociological Thought*, Harcourt & Brace, Chicago.

Giddens, Anthony. 1997. *Capitalism and Modern Social Theory* – A analysis of writings of Marx, Durkheim and Weber, Cambridge University Press.

Hughes, John A., Martin, Peter, J. and Sharrock, W.W.1965 : *Understanding Classical Sociology* London : Sage Publications.

Nisbet. 1966. *The Sociological Tradition*. Heinemann Books Ltd., London.

Parsons Talcott. 1937- 1949. *The structure of social Action*, McGraw Hill, New York.

Ritzer, George. 2000. *Classical Sociological Theory*, McGraw Hill, New York.

Swingwood, A. 1984. *A Short History of Sociological Thought*, Macmillan.

Timasheff. N. and G. Theodorson. 1976. *Sociological Theory*, Random House, N Y.

Turner, Jonathan H. 2007. *The Structure of Sociological Theory* (IV Edition) Rawat Publication, Jaipur.

Zeitlin, Irvin. 1981. *Ideology and the Development Sociological Theory*. Prentice Hall.

SYH 452 Social Statistics

Objectives:

After the completion of the course the student will be familiar with
1. The statistical values of the numerical data
2. The methods of calculating the central tendencies of the data
3. The dispersion values of the data
4. The correlation between the variables
5. The use of computers in social research

Course Outcome:

CO1. Use of statistical values in social research.
CO2. Handling Quantitative data in social research.
CO3. Use of computers in social research
CO4. The methods of calculating the central tendencies of data
CO5. Use dispersion values of the data
CO6. Use correlation between the variables
CO7. Application of statistical software in social research

Course Content:

UNIT – I : Introduction: Hrs – 16
a. Importance of Statistics in social research
b. Classification of data
c. Graphical Presentation of Data – tables. stem & leaf, graphs – Historigram, Histogram, frequency polygon, ogive; Diagrams – bar diagram, pie diagram.

UNIT – II: Measures of Central Tendency: Hrs – 16
a. Mean
b. Median
c. Mode

UNIT – III: Measures of Dispersion: Hrs – 16
a. Range, quartiles.
b. Standard deviation and mean deviation.
c. Relative measures of Dispersion and Co-efficient

UNIT – IV: Correlation analysis: Hrs – 16
a. Chi-square and ANOVA tests
b. Pearson's Product moment
c. Spearman's Rank correlation

UNIT – V: Computers and Social Research: Hrs - 16
   a. Use of Computers in Social Research
   b. Software Package for Social Research - Excel and SPSS
   c. Limitations of computer use in research

Reference Books:

Agarwal B.K. *Statistical Mechanics*. New Delhi.

Bhattacharya, Gouri K. *Statistical Concepts and Methods*, John Weley Publication: New York.

Blalock, Habertern. *Social Statistics*, Tokyo: MacGraw Hill Publication.

Ghosh M.K. *Statistics*, Indian Press.

Gupta B.N. *Statistics: Theory and Practice*. Sahitya Bhavan Publication.

Gupta R.C. 2nd ed.: *Statistical Quality Control*. New Delhi.

Gupta S.P. *Statistical Methods*. Sulthan Chand Publications: New Delhi.

Gupta V.P. *Statistical Mechanism*. Meerut Publication: Gujarat.

Irvine, J., I. Miles and J. Evans (eds.) 1979. *Demystifying Social Statistics*. London: Plauto Press.

John H. Mueller and Karl F. Schuessler. 1969. *Statistical Reasoning in sociology*. New Delhi: Oxford.

Ratna V., Jatar. *Statistical Calculation*, Ram Prasad Publication: Agro.

Weinstein, Jay Alan. 2010. *Applying Social Statistics*. UK: Rowman and Littlefield publishers.

SYS 453 Sociology of Health and Sanitation

Objectives

The content of the course will enable the students:
1. To sensitize students to health related issues
2. To understand the issues related to public health and social medicine
3. To understand the role of the State in the healthcare in India
4. To make aware the health and sanitation conditions in India
5. To understand the social aspects of sanitation and social ordering

Course Outcome:

CO1. Sensitize to health related social issues.
CO2. Understand public health and social medicine.
CO3. Aware of health and sanitation conditions in India
CO4. Role of the Governments in the healthcare in India
CO5. To make aware the health and sanitation conditions in India
CO6. Social aspects of sanitation and social ordering
CO7. Understand sanitation movement in India
CO8. Know about Sulabh Movement in India

Course Content:

UNIT - I : Introduction:-   Hrs -12
a. Meaning and relationship between health and sociology
b. Social aspects of health and illness.
c. Health programmes and Social legislations in health care in India

UNIT - II : Organization of Health Services: `   Hrs - 12
a. Medical services; Role of physician and nurses in a changing society
b. Role of patients and family members – medical compliance
c. Public health and social medicine

UNIT – III : Health and Sanitation: Hrs -14
a. Origin and scope of sociology of sanitation
b. Significance of sociology of Sanitation
c. Problem of environmental sanitation in India

UNIT - IV : Sanitation and Society: Hrs -12
a. Social construction of hygiene and sanitation
b. Scavenging castes and social deprivation
c. Sanitation and dignity of women

UNIT - V : Sanitation in India: Hrs -14
    a. Sulabh sanitation movement
    b. Sanitation policies and programmes
    c. Sanitation in Karnataka, a regional analysis

Reference Books :

Akram, Mohammad.2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

Albrecht, Gary L. and Fitzpatrick, R. 1994. *Quality of life in health care*: Advances in
         medical sociology. Mumbai: Jai press.
Basu S.C. 1991. *Hand book of preventive and social medicine* 2nd edition, Current
         Books International, Calcutta.

Chatterjee, Meera. 1988. *Implementing Health Policy,* New Delhi: Manohar Pub.

Cockerham , William C, 1997, *Medical Sociology* New Jersey : Prentice Hall

Dalal, Ajit, Ray Shubha, 2005. Ed. *Social Dimensions of Health*, Rawat.

Government of India. *National Health Policy.* 2002. New Delhi: Ministry of health
         and family Welfare.
Gupta, Giri Raj (ed.). 1981. *The Social and Cultural Context of Medicine in India*,
         New Delhi: Vikas Publishing House.

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Madan, T.N. 1980. *Doctors and Society*, New Delhi: Vikas Publishing House.

Nagla, B K. 2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

Nagla, Madhu. 2013. *Gender and Health*, Jaipur Rawat Publications

Nagla, Madhu.1988. *Medical Sociology* Jaipur: Printwell Publishers.

Oommen, T.K. 1978. *Doctors and Nurses: A Study in Occupational Role Structure*,
         Delhi: Macmillan.

Pais, Richard. 2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

Park K . 2002. *Textbook of Preventive and Social medicine*; 20th edition, Banarasidas
         Bhanot publishers, Jabalapur.
Pathak, Bindeshwar. 2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

Saxena, Ashish. 2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

SYS 454 Political Sociology

Objectives:

The major objectives of teaching this course are:
1. To acquaint the students with the nature and functioning of political system(s), and the political processes.
2. To generate in the minds of students an awareness of their status and role as citizens of the state.
3. To make the students aware of the prerequisites of sound democratic political system and its vulnerability.
4. To study the relationship between society and polity
5. To study the various approaches to study the State and understand the contemporary socio-political challenges in India

Course Outcome:

CO1. Awareness of role as citizens of the state.
CO2. Understand the contemporary socio-political challenges in India
CO3. Nature and functioning of political system(s), and political processes.
CO4. Prerequisites of sound democratic political system and its vulnerability.
CO5. Learn relationship between society and polity
CO6. Approaches to study the State

Course Content:

UNIT – I : Introduction: Hrs - 12
   a. Nature and scope of political sociology
   b. Relationship between society and polity
   c. Ideology and types of political system

UNIT – II : Basic Concepts: Hrs - 14
   a. Bureaucracy, authority and its bases
   b. Power elites, political parties and pressure groups
   c. Political socialisation and political participation

UNIT – III : Theoretical Approaches: Hrs - 12
   a. Pluralist
   b. Power - elite
   c. Marxian

UNIT –IV : Political Party System: Hrs - 14
   a. National level parties and their ideology
   b. State and regional parties
   c. Rise of backward classes in politics in India

UNIT – V : Society and Polity in India: Hrs - 12
   a. Language, ethnicity and region
   b. Caste in Indian politics
   c. Nationalism and Religion

Reference Books

Bhargava, Rajeev. 1999. *Secularism and its Critics*, OUP, New Delhi.

Chandhoke, Neera (edt). 1994. *Understanding the Post Colonial World*, Sage, New Delhi.

Desai A.R. 2000. *State and Society – India – Essays in Dissent*, popular Pub, Bombay.

Ernst, Gellner. 1983. *Nations and Nationalism*, Cornell University Press

Gershon, Shafir (ed). 1998. *The Citizenship Debates*, University of Minnesota Press

Kohli, Atul. 1987. *The State and Poverty in India* –The Politics of Reform. Cambridge University Press, Cambridge.

Miller, David. 1995. *On Nationality*, Clarendon Press, Oxford.

Nash, Kate. 2000. *Contemporary Political Sociology*, Blackwell Publishers, Massachussets.

Rajni, Kothari. 1973. *Caste in Indian Politics*, Delhi.

Shakir, Moin. 1986. *State and Politics in Contemporary India*. Ajanta Publication, Delhi.

Sharma, Rajendra. 1999. *Power Elite in Indian Society*. Rawat Publications, Jaipur and New Delhi.

Vora, Rajendra and Palshikar Suhas (Ed). 2004. *Indian Democracy*, Sage New Delhi.

SYS 455 Sociology of Ageing

Objectives:
The objectives of this course are
1. To study the changes in the age composition of different societies
2. To study various implications of the increasing ageing population.
3. To learn to accommodate the aged population in family and community.
4. To understand the significance of aged in modern society.
5. To study various strategies, programmes and measures adopted for rehabilitation of elderly people.
6. To make aware of stresses and strains created by economic dislocation and physical disabilities for elderly
7. To generate positive and respectful attitudes towards the elderly.

Course Outcome:
CO1.   Accommodating the aged in modern society.
CO2.   Psychological, sociological and economic rehabilitation of elderly.
CO3.   Make aware of stresses and strains of elderly.
CO4.   Profile of changes in the age composition of different societies
CO5.   Implications of the increasing ageing population.
CO6.   Usefulness of the elderly in modern society.
CO7.   Strategies and programmes adopted in a modern society for elderly.
CO8.   Positive and respectful attitudes towards elderly.

Course Content:
UNIT – I : Introduction: Hrs - 14
a. Emergence of Sociology of Ageing as a discipline
b. Scope and Significance of Sociology of Ageing
c. Trends and Patterns of Ageing –Global and Indian Scenario

UNIT – II : Aspects of Ageing: Hrs - 12
a. Factors of Ageing; Problems of Ageing
b. Changing Family and its effect; Feminisation of ageing and widowhood
c. Theories of Ageing

UNIT – III : Health Status of the Aged: Hrs - 12
a. Ailments and health problems of the aged
b. Dementia and Alzheimer disease
c. Nutritional factors; Social aspects of nutrition amongst the aged

UNIT –IV : Adjustments in Later Life: Hrs - 14
a. The Caregivers; Informal Support and Its Relevance in Later Life
b. Living Arrangements of Elderly; Ageing and Retirement
c. New concepts - HALE, (Healthy Active Life Expectancy)Ageism, Gerento phobia, Active Ageing

UNIT – V : The State and the Elderly: **Hrs - 12**
   a. Role of the State – Policies and Programmes for the Aged in India
   b. Role of NGOs in the care of the aged
   c. National Policy on the Aged

Reference Books:

Alfred de Souza and Walter Fernandes (ed). 1982. *Ageing in South Asia* : *Theoretical Issues and Policy Implications*, New Delhi, Indian Social Institute.

Biswas, S. K. 1987. (ed.) *Ageing in Contemporary India* Calcutta : Indian Anthropological Society.

Bond John Coleman Peter and Sheila Peace.1993. *An Introduction to Social Gerontology*. Sage Publications, New Delhi.

Bond, Lynne (ed). 1994. *Ageing in Society: An Introduction to Social Gerontology* 2nd edition, London, Sage.

Chowdhary, S. K. (ed). 1992. *Problems of the Aged and of Old Age Homes*, Bombay, Akshar Prathi Roop Ltd.

Dhillon, P. K. 1992. *Psycho-Social Aspects of Ageing in India*, New Delhi : Concept Publishing Company.

Indira Jai Prakash (ed). 1991. *Quality Ageing: Collected Papers*, Varanasi, Association of Gerontology.

Kumar S. Vijaya. 1991. *Family Life and Socio-Economic Problems of the Aged*, New Delhi : Ashish Publishing House.

Kumudini, Dandekar. 1996. *The Elderly in India*, New Delhi, Sage.

Mishra. S. 1987. *Social Adjustment in Old Ages*. B.R. Publishers, New Delhi.

Devi, Gayatri and Shanti.**G** 2020 *Thinking Gender-Socio-Cultural Perspectives* (Eds.). New Delhi: Concept Publishing Company.

Rajan, Irudaya and Gayatri Balagopalan. 2017 *Elderly* Care in India Societal and State Response**.** Springer Nature.

Jasyashree,. 2009. "Retirement and Leisure" *BOLD* Quarterly Journal of the International Institute on Ageing. Volume No.19 , No 2. pp10-15

Jasyashree 1997. "Improvement in Female Life Expectancy: Trends and Implications" *Man and Development,* Vol. XXXV, No.4.

SYS 456 Sociology of Disaster and Social Crisis

Objectives

The main objectives of this course are
1. To learn the basic concepts in social crisis and disaster
2. To create awareness regarding the natural disasters and disaster management.
3. To understand the development of India's disaster management policy.
4. Learn the causes for the natural disasters
5. Become aware of the vulnerability in times of disasters.
6. Understand the preparedness in times of disasters
7. Create entrepreneur attitude in times of social crisis

Course Outcome:

CO1. Awareness regarding the natural disasters and disaster management.
CO2. Understand India's disaster management policy.
CO3. Basic concepts in social crisis and disaster
CO4. Historical development of India's disaster management policy.
CO5. Causes for the natural disasters
CO6. Aware of the vulnerability in times of disasters.
CO7. Preparedness in times of disasters
CO8. Entrepreneur attitude in times of social crisis

Course Content:

UNIT -1: Introduction: **Hrs-12**
   a. Emergence of study of disaster management and social Crisis
   b. Scope and objectives of disaster management
   c. Elements of disaster management

UNIT – II: Basic Concepts in Disaster Management   **Hrs-12**
   a. Disaster and Social Crisis
   b. Natural Disasters;
   c. Disaster victims; Disaster relief system and responses

UNIT- III: Causes and Effects of Disasters   **Hrs-14**
   a. Earthquake and Tsunami
   b. Tropical Cyclones
   c. Droughts and Floods

UNIT – IV: Social Crisis and Management   **Hrs-14**
   a. Nature and types of social crisis
   b. Terrorism; Communalism and Casteism
   c. Economic crisis and its impact on managing disasters

UNIT – V: Strategies and Mechanisms of Disaster Management   **Hrs-12**

    a. Disaster manager's role in disaster management

    b. Role of the government and NGOs in disaster management

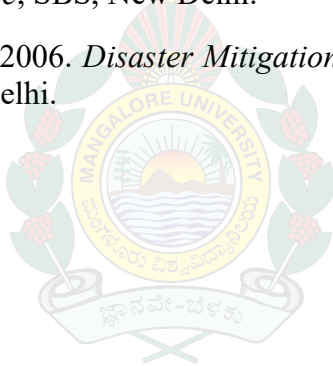   c. Aftermath of disaster and managing refugees

Reference Books:

Arick, Auf Der Heide. 2002. *Disaster Response: Preparedness and Co-ordination* Online Book: The Center for Excellence in Disaster Management and Humanitarian Assistance.

Goel, S.L. and Ram Kumar J T (ed.). 2001. *Disaster Management*, Deep & Deep, New Delhi.

Sinha Prabhas Chandra (ed). 2006. *Disaster Management Process Law, Policy and Strategy*, SBS, New Delhi.

Sinha Prabhas Chandra (ed). 2006. *Disaster Relief Rehabilitation and Emergency humanitarian Assistance*, SBS, New Delhi.

Sinha, Prabhas Chandra (ed). 2006. *Disaster Mitigation Preparedness Recovery and Response*, SBS, New Delhi.

SYS 457 Sociology of Backward Classes

Objectives:

This course helps the student
1. To focus on the segments of the population who are identified as backward classes and have not received adequate attention.
2. To understand the significance of sociological study of backward classes.
3. To analyse the welfare programmes carved out for the backward classes.
4. To identify the backward classes among all communities in India.
5. To understand the socio-economic problems of the OBCs.
6. To study different OBC commissions and their views and policy implications.
7. To focus on groups and communities which have suffered backwardness, deprivation and discrimination over a period of time.

Course Outcome:

CO1. Understand Other Backward Classes.
CO2. Sociological study of Other Backward Classes in India.
CO3. Understand Other Backward Classes in other communities in India.
CO4. Learn policy implications of Other Backward Class Commissions.
CO5. Assess the nature of social exclusion in India.
CO6. Analyse positive discrimination and welfare measures for OBC.

Course Content:

Unit. I Introduction   Hrs - 12
   a. Other Backward Classes (OBC) in India; Meaning and Characteristics
   b. Criteria of Backwardness
   c. Backward Classes in the Pre-Independent and Post Independent India

Unit. II Backward Class Commissions in India   Hrs - 14
   a. Account of Backward Class Commissions in India and in Karnataka
   b. Appraisal on reports of Kalelkar and Mandal Commissions
   c. National Commission for Backward Classes (NCBC)

Unit. III Backward Classes among Minorities   Hrs - 14
   a. Backward Classes among Muslims
   b. Backward Classes among Christians
   c. Backward Classes among Sikhs and other communities

Unit. IV Status Issues of Backward Classes   Hrs - 12
   a. Identity and Definitional Problems
   b. Educational, Economic and Social Backwardness
   c. Political Participation and Representation

Unit. V Welfare and Policy Measures   **Hrs - 12**

    a. Reservation and Welfare Schemes for Backward Classes
    b. Backward Class Movements (Self Respect Movement, SNDP Yagam) and Social Justice
    c. Rise of Backward Classes in Indian Politics

Reference Books

Amarnath, K. V. (2018). *Higher education and the social inclusion of backward classes*. New Delhi: Nation Press.

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SYS 458 Sociology of Leisure and Sport

Objectives: a study on this course will provide the skill to -
1. Understand the concepts in leisure and sport
2. Analyse the cultural base of sports
3. Study on social institutions and sport
4. Know the relation between social stratification and leisure activities
5. Study the sports related state policies and programmes.

Course Outcome:
CO1. Get familiar with the concepts of leisure and sports.
CO2. Understand sociology of leisure.
CO3. Aware of benefits of sport activities
CO4. Role of the Governments in promoting leisure and sport activities
CO5. Social aspects leisure and sports
CO6. Understand deferential aspects of leisure in India
CO7. Know leisure and sport policies in India

Course Content:

UNIT – I: Introduction   Hrs - 14
  a. Scope and importance of Sociology of Leisure and Sport
  b. Origin and Development of Sociology of Leisure Sport
  c. Sport as a Social Phenomenon ; Sport and Socialization

UNIT – II: Theoretical Approaches   Hrs - 12
  a. Structural Functional Approach
  b. Conflict Approach
  c. Ethno- Methodological Approach

UNIT – III: Cultural Bases of Sport   Hrs - 14
  a. Relationship of Sports with the elements of Culture
  b. Sport, Leisure and Culture
  c. Cross Cultural Differences in Sport

UNIT – IV: Social Institutions and Sport   Hrs - 14
  a. Sport as a Social Institution
  b. Sport and Economic, Political and Religious Institutions
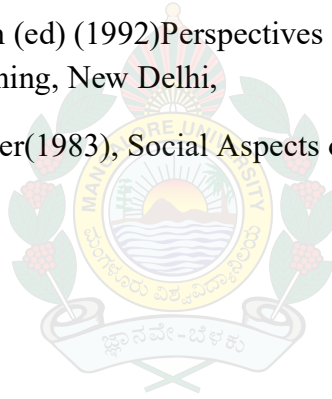 c. Violence in Sport

UNIT – V: Social Stratification and Sport   Hrs - 12
  a. Sport, Social Stratification and Social Mobility
  b. Gender Inequality in Sport
  c. Sport and the State: Policies and Programmes.

Reference:

Dharam.V.R. (1989)Sports & Society : Readings in Sociology of Sports, New Delhi classical.

Hylton, Kelvin, et al (2001) Sports Development : Policy Process & Practice, London : RKP

Laker Anthony (ed) (2002) The Sociology of Sport and Physical Education, London, RKP.

Loy John W et al(1978): Sports and Social System A Guide to the Analysis, Problems and Literature ,Wesley : London,.

Oglesby Carde(1978) Women & Sport : From Myth to Reality, Orient Long man, London,.

Pachauri,S.K. (1999) Women & Children in Sports, Commonwealth Pub, New Delhi.

Sharma.V.K. & Rajeev Sareen (ed) (1992)Perspectives in Sports Education Commonwealth Publishing, New Delhi,

Synder, E.E. & Elenor Spreitzer(1983), Social Aspects of Sports, Englewood Cliffs. N.J.

SYE 459 Invitation to Sociology

Objectives:

The main objectives of this course are

1. To understand the basic principles in sociology
2. To acquaint with the basic concepts in sociology
3. To know the origin and development of sociology
4. To understand the social processes in social relations
5. To inculcate sociological analysis in everyday activities.

Course Outcome:

CO1. Acquaint with the basic concepts in sociology
CO2. Understand the social processes in social relations
CO3. Understand the basic principles in sociology
CO4. Know the origin and development of sociology
CO5. Learn sociological analysis
CO6. Contributions of early sociologists
CO7. Usefulness of sociology in the contemporary society.

Course Content:

UNIT – I Introduction: Hrs - 09

a. Emergence and Development of Sociological thinking – early thinkers
b. The Sociological Perspectives – structural, conflict and interactionalism

UNIT – II Basic Concepts in Sociology: Hrs - 09

a. Society and Institutions; Culture and Socialization
b. Social System, Structure and Function

UNIT - III Social Processes: Hrs - 10

a. Social Processes –Cooperation, Competition, Conflict, Accommodation and Assimilation
b. Social interaction

UNIT – IV Social Stratification and Mobility: Hrs - 09

a. Caste and Class system in India
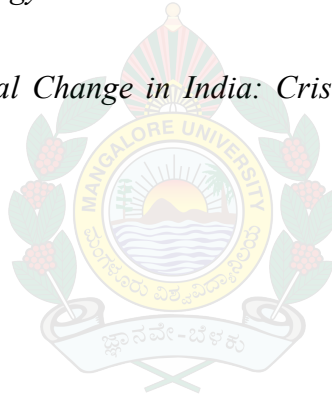b. Social mobility : Types and factors

UNIT – V Social Control and Social Change: Hrs - 10

a. Agencies of Social Control
b. Processes of Social Change in India- Sanskritization, Westernisation, Modernization and Secularisation.

Reference Books:

Berger, Peter L. 1978. *An Invitation to Sociology*, Allen and Unwin, London.

Davis, Kingsley. *Human Society*, Macmilan, New Delhi.

Dumont, Louis, 1988, *Homo Hierarchicus*. Oxford University Press.

Giddens, Anthony. 2009. *Sociology*. Politi Press, Malden.

Inkles, Alex. 2002. *What is Sociology*, Prentice Hall India, New Delhi.

Jayaram, N, 1990, *Introductory Sociology*, Macmilan, New Delhi.

Johnson Harry M., 2011: *Sociology: A Systematic Introduction*: Allied Publishers, New Delhi.

MacIver, R.M and C.H. Page. *Society - Introduction to Sociology*, Macmilan, New Delhi

Samuel, Koenig. 1957. *Sociology: An Introduction to Science of Society*, Barnes & Nobel Books, London.

Singh, Yogendra. 1993: *Social Change in India: Crisis and Resilience*, Har-Anand, New Delhi.

SYE 460 Society in Coastal Karnataka

Objectives:

After completion of the course student will be able to
1. Enhance sociological knowledge about the local and regional cultures.
2. Acquaint with the changing trends in society in Coastal Karnataka.
3. Analyse the dynamics of social factors as caste and religion
4. Learn about the unique cultures in Coastal Karnataka
5. Develop an appreciation to the unique culture of coastal Karnataka

Course Outcome:

CO1. Acquaint with the cultural items in Coastal Karnataka
CO2. Understand and appreciate the culture of Coastal Karnataka
CO3. Understand the unique practices and festivals in local culture
CO4. Know the local economic life popular devotions and recreation
CO5. Learn sociological analysis on the cultural richness
CO6. Usefulness of sociological study in the contemporary society.

Course Content:

UNIT - I :Introduction   **Hrs – 10**
  a. Historical Background and Demographic Profile of Coastal Karnataka
  b. Special Features – Tuluva, Beary and Konkani Culture; Cults and Festivals; prominent places of significance.

UNIT - II: Social Organization: **Hrs - 09**
  a. Castes and tribes in Coastal Karnataka
  b. Religious communities in Coastal Karnataka

UNIT - III : Economy in Coastal Karnataka   **Hrs - 09**
  a. Agriculture and types of crops
  b. Local Industries – tile, cashew, fishing; Hotel Industry, banking, transport and communication

UNIT - IV: Education, Health Tourism and Recreation   **Hrs - 10**
  a. Growth of higher education and professional education
  b. Health tourism; Leisure and recreation, kambala, cock fight, yakshagana, cinema and mall

UNIT - V : Community Relations Coastal Karnataka   **Hrs - 10**
  a. Factors facilitating inter-community relations; Popular devotions (jathre, shabarimale, santhumari, urus)
  b. Communal Tensions and Political Developments

Reference :

Adiga, Malini . 2006. *The Making of Southern Karnataka*: Society, Polity and Culture in the early medieval period, AD 400–1030, Orient Longman, Chennai.

Bhat, Gururaja P., (2009 reprinted) *Tulunadu* Udupi:Dr Gururaja Bhat Memorial Trust.

Bhat, Gururaja P., 1975. *Studies in Tuluva History and Culture*. Kallianpura

Bhushan B (1989) *Dictionary of Sociology*. New Delhi:Anmol

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Kamat, Suryanath U. 2001. *Concise history of Karnataka*. MCC, Bangalore

Madan S**.**N.(1989). *Dictionary of Anthropology* New Delhi:Anmol

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Rao, Ravindranath Y., (1017) *Konkani Kharvis of Karnataka: A Socio-Economic survey Report* Mangalore: World Konkani Centre.

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Rao, Ravindranath Y.,(1014) *Report Of A Socio-Economic survey Of Kudubis Of Karnataka.* Mangalore: World Konkani Centre.

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Sastri, Srikanta S. 1940. *Sources of Karnataka History*, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.

South Karara Dist.Gazeteer 1973

Thurston Edger (1909) *Castes and Tribes of South India* Madras: Government Press.

SYH 501 Sociological Theories

Objectives

This course is intended
1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking
2. To understand the theoretical relevance and analytical utility of the theoretical perspectives in understanding social structure and change.
3. To develop the understanding of major sociological perspectives.
4. To develop the analytical abilities of the students.
5. To develop research orientation of the students with the understanding of major theoretical perspectives.

Course Outcome:

CO1. Theoretical and methodological sociological thinking.
CO2. Theoretical relevance in understanding social structure and change.
CO3. Understand major sociological perspectives.
CO4. Substantive issues which have shaped the sociological thinking.
CO5. Analytical abilities of the students.
CO6. Develop research orientation in major theoretical perspectives.

Course Content:

UNIT – I : Nature of Sociological Theory: Hrs -16
   a. The elements of sociological theory
   b. Levels of theorisation
   c. Types and functions of sociological theory
   d. Theory and sociological inquiry

UNIT – II Functional school :   Hrs -16
   a. Emergence of functionalism; anthropological traditions
   b. Grand theory - Functional dimensions of social system – T Parsons
   c. Middle range theories; functional alternatives – RK Merton
   d. Idea of social structure – Radcliffe Brown, Nadel

UNIT – III Conflict School :   Hrs -16
   a. Origin of conflict school; contribution of Marx
   b. General principles of conflict
   c. Dialectics of conflict – R Dehrendorf
   d. Functional analysis of conflict – L Coser

UNIT – IV : Symbolic Interactionism: **Hrs -16**
   a. Meaning of human interaction
   b. Social construction of reality – P Berger, TG Luckman.
   c. Symbolic Interactionism – H Blumer, G H Mead.
   d. Theory of dramaturgy –Ervin Goffman

UNIT – V : Exchange Theory: **Hrs -16**
   a. Intellectual background – Frazer and Levi-Strauss
   b. Basic principles of Exchange Theory – G Homans
   c. Dialectical exchange theory – Peter Blau
   d. Rational choice theory

Reference Books:

Abraham, Francis. 1984. *Modern Sociological Theory*, Orient Longmans, New Delhi.

Berger, L and Thomas Lukmann. 1966. *The Social Construction of Reality*, Doubleday, Garden City.

Martindale, Don. 1960. *The Nature and Types of Sociological Theory*, Routledge & Kegan Paul, London.

Merton, R.K. 1968. *Social Theory and Social Structure*, Am rind Publishing.

Parsons, Talcott. 1972. *The Social System*, Am rind Publishing, New Delhi.

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Swingwood, A.1984. *A Short History of Sociological Thought*, Mac Millan, Hong Kong.

Turner, Jonathan. H.1987. *The Structure of Sociological Theory*. Rawat Publications Fourth ed., Jaipur.

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SYH 502 Social Stratification and Social Mobility

Objectives:

After the completion of this course the student will understand
1. The nature of inequalities in the society
2. The forms of social stratification in India and their dynamics
3. The dynamics of social groupings and discrimination
4. The modes of social improvement people use in their life time
5. The theories behind the social stratification and mobility

Course Outcome:
CO1. Nature of inequalities in the society
CO2. Dynamics of social groupings and discrimination
CO3. Theories behind the social stratification and mobility.
CO4. The modes of social improvement people use
CO5. Reservation policy and implications.
CO6. Welfare activities for the OBC
CO7. Nature of social mobility

Course Content:

UNIT - I : Introduction:-   **Hrs -16**
  a. Meaning and Characteristics of social stratification
  b. Processes of Social Stratification.
  c. Forms of social stratification – caste, class and race

UNIT - II : Approaches to Social Stratification: **Hrs - 16**
  a. Functionalist approach
  b. Conflict approach
  c. Weber's approach to stratification

UNIT - III : Social Mobility: **Hrs -16**
  a. Meaning and types of Social Mobility
  b. Channels of Mobility
  c. Criteria of Measurement, Objective and subjective criteria

UNIT – IV : Occupational Mobility: **Hrs -16**
  a. Meaning of occupational mobility
  b. Inter-generational and intra-generational
  c. Prestige grading of occupations

UNIT - V : Theories of Social Mobility: **Hrs -16**
   a. Intelligence Theory
   b. Neo- Marxist Theory
   c. Rational Action Theory

Reference Books

Baily. F.G.1957. *Caste and Economic Frontier: A Village in Highland Orissa*, Oxford Manchester University Press.

Barber B. 1957. *Social Stratification: A Comparative Analysis of Stricture and Process*, Harcourt Brace and World Incorporated, New York.

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Saberwal. S1990. *Mobile Men: Limits to Social Change in Urban Punjab*, South Asian Books.

Sarokin, P.A. 1959. *Social and Cultural Mobility*, The Free Press, New York.

Sharma.K.L. 1986. *Social Stratification in India*, Manohar Publication, New Delhi.

Sharma.K.L. 2010. *Social Stratification and Mobility*, Rawat Publication, Jaipur.

Singh.Y. 1980. *Social Stratification and Change in India*, Manohar Publication, New Delhi.

Tumin, M.M. 1981. *Social Stratification: The Forms and Functions of Inequality*, Prentice-Hall, New Delhi.

SYS 503 Crime and Society

Objectives

The course is designed to achieve the following objectives:
1. To acquaint the students with the changing profile of crime and criminals
2. To equip them with the emerging perspectives of crime causation with particular stress on sociological explanations
3. To sensitize them to the emerging idea of correction, its types and measures to prepare them for professional roles of correctional agents in agencies of criminal justice administration system.
4. To acquaint the students with recent advances in correctional measures and programmes; alternatives to imprisonment; and its implications for crime control and prevention
5. To demonstrate knowledge about theoretical perspectives on crime.
6. To sensitize the students about causes, social dimensions, consequences and measures to control crime.

Course Outcome:

CO1. Understand changing profile of crime and criminals
CO2. Crime causation and sociological explanations
CO3. Correction methods, its types and criminal justice.
CO4. Role of correctional agencies of criminal justice administration system.
CO5. Recent advances in correctional measures and programmes;
CO6. Alternatives to imprisonment; and its implications for crime prevention.
CO7. Theoretical perspectives on crime.
CO8. Social dimensions, consequences and measures to control crime.

Course Content:

UNIT - I : Introduction:-   **Hrs -14**
   a. Concept of crime and deviance
   b. Characteristics of crime
   c. Causes for criminal behaviour

UNIT - II : Theoretical Perspectives: **Hrs - 12**
   a. Anomic theory (Durkheim, Merton)
   b. Differential Association Theory (Sutherland)
   c. Labeling theory (H Becker)

UNIT - III : Changing Profile of Crime: **Hrs -12**
   a. Organized crimes, terrorism and their effects
   b. White collar crime; Cyber and Digital Crimes
   c. Crimes against women

UNIT – IV : Juvenile Delinquency: Hrs -12
  a. Meaning and causes
  b. Legislative measures – laws relating to children in conflict with law
  c. Rehabilitation – Juvenile homes, Children's home, Observation home, group therapy, vocational training.

UNIT - V : Correction Methods: Hrs -14
  a. Meaning and significance of correction – deterrent, preventive and reformative
  b. Judicial custody, prisons and prison system and open prisons
  c. Community based correction – probation and parole

Reference Books

Ahuja, Ram. 2000. *Social Problems in India*, Jaipur: Rawat Publications.

Cohen, Albert K. 1970. *Deviance and Control*, New Delhi, Prentice-Hall of India.

Frazier, Charles E. 1976*. Theoretical Approaches to Deviance*, Ohio:Charles E. Morrill Publishing Company

Lemert, Edwin. 1972. *Human Deviance, Social Problems and Social Control,* Englewood Cliffs. N.J. Prentice-hall.

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Nagla, B.K. 1991. *Women, Crime and Law*, Jaipur: Rawat Publications.

Reid, Suetitus. 1976. *Crime and Criminology*. Illinois: Deyden Press.

Shankardas, Rani Dhavan, 2000. *Punishment and the Prison: India and International Perspective*. New Delhi: Sage Publications.

Sutherland, Edwin H. and Donald R. Cressey. 1968. Principles of Criminology. Bombay: The Times of India Press.

Thio, Alex, 1978. *Deviant Behaviour*, Boston: Houghton Mifflin Co.

Williams, Frank P. and Marilyn D. Meshere. 1998. *Criminological Theory*. New Jersey: Prentice Hall.

Williamson, Herald E. 1990. *The Correction Profession*. New Delhi: Sage Publications.

SYS 504 Sociology of Religion

Objectives

The main objectives of the course are
1. To provide capacity for to discover enough about the society and the religion.
2. To enable to construct local knowledge on culture and nature of the religion.
3. To introduce the students to the subfield of sociology of religion.
4. To analyse the basic concepts and key interpretations of religion
5. To focus on the interface between religion and society in India.
6. To analyse social change in relation to religion.

Course Outcome:

CO1. Understand concepts and key interpretations of religion
CO2. Interface between religion and society in India.
CO3. Analyse social change in relation to religion.
CO4. Construct the local knowledge on culture and nature of religion.
CO5. Introduce sociology of religion.
CO6. Basic concepts and key interpretations of religion

Course Content:

UNIT - I : Introduction: **Hrs -14**
a. Meaning and scope of sociology of religion
b. Elements of religion
c. Religions of India – Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism

UNIT - II : Sociological Interpretation of Religion: **Hrs - 12**
a. Emile Durkheim
b. Karl Marx
c. Max Weber

UNIT - III : Organization of Religion: **Hrs -12**
a. Forms of religion
b. Religious sects and popular cults
c. Growth and decline of denominations

UNIT – IV : Religion and State: **Hrs -12**
a. Fundamentalism and nationalism
b. Religious minorities and their religious rights
c. Religion and civil society

UNIT - V : Religion and Social change: **Hrs -14**
   a. Religious factors for social change
   b. Secularisation and future of religion
   c. Globalisation and religion

Reference Books

Baird, Robert D. (ed.). 1995. *Religion in modern India*. Delhi: Manohar.

Jones, Kenneth W. 1989. *Socio-religious reform movements in British India*, Hyderabad: Orient Longman.
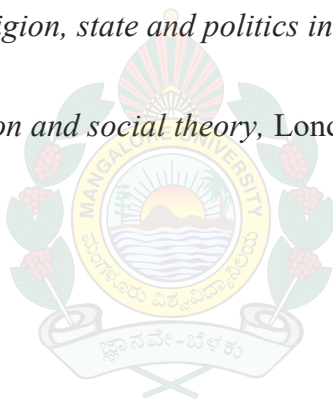
Madan, T.N. (ed.). 1992. *Religion in India*, New Delhi: Oxford University Press.

Muzumdar, H.T. 1986. India's Religious Heritage. New Delhi: Allied.

Roberts, Keith A. 1984. *Religion in sociological perspective*. New York: Dorsey Press.

Shakir, Moin (ed.). 1989. *Religion, state and politics in India*, Delhi: Ajanta Publications.

Turner, Bryan S. 1991. *Religion and social theory,* London: Sage.

SYS 505 Social Psychology

Objectives:

After the completion of this course a student will be able to

1. Understand the basic concepts in social behavior
2. Understand the dynamics of social behavior in relation to the social institutions
3. Analyze the processes of motivation, perception and attitude formation
4. Comprehend the forces behind the crowd and mob behavior
5. Know the factors behind the social discrimination

Course Outcome:

CO1. Understand concepts in social behaviour
CO2. Processes of motivation, perception and attitude formation
CO3. Understand Crowd and mob behaviour.
CO4. Social behavior in relation to social institutions
CO5. Forces behind the crowd and mob behavior
CO6. Factors behind the social discrimination
CO7. Leadership types and functions
CO8. Personality traits and formation
CO9. Major theories to interpret human behaviour

Course Content:

UNIT - I : Introduction:-   **Hrs -12**

  a. Meaning and importance of social psychology
  b. Relationship with sociology and anthropology
  c. Relevance of social psychology in India

UNIT - II : Basic Concepts: **Hrs - 12**

  a. Motivation
  b. Perception and learning
  c. Personality and physical development

UNIT - III : Major Theories in Social Psychology: **Hrs -12**

  a. Role theory - Merton
  b. Symbolic interaction - Blumer
  c. Theory of prejudice - Allport

UNIT – IV : Social Attitudes: **Hrs -14**

  a. Formation and change of attitudes
  b. Stereotypes and prejudices
  c. Discrimination and deprivation of social groups

UNIT - V : Collective Behaviour: **Hrs -14**

    a. Leader and followers
    b. Rumour and crowd behaviour
    c. Propaganda and public opinion

Reference Books:

Allpoort, G.W. 1954. *The Nature of Prejudice*, Cambridge Mass.

Baros, Robert A. and Donn Byrne. 1988. *Social Psychology*, Prentice Hall of India, New Delhi.

David G Myers. 1988. *Social Psychology*, McGraw Hill Book Company, New Delhi.

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Maltzer, B.N., W. John, et al 1945. *Symbolic Interactionism*, Routledge and Kegan Paul Ltd., New Jersey.

Mannheim, Karl. 1966. *Essays on Sociology and Social Psychology*, Routledge and Kegan Paul Ltd., London.

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Sharon s. Brehm and Saul M. Kassim. 1996. *Social Psychology*, Houghton Miffinco, Boston.

Sprott, W.J.H. 1952. *Social Psychology*, Methuen and Co. London.

Young, Kimball. 1963. *A Hand Book of Social Psychology*. Routledge and Kegan Paul Ltd., London.

SYS 506 Globalization and Society

Objectives:

After the completion of this course the student will

1. Understand the concept of globalisation in the social context
2. Analyse the process and characteristics of globalisation
3. Know the agencies that promote the process
4. Understand the impacts of globalisation on different spheres of social life
5. Analyse the Indian experience of globalisation

Course Outcome:

CO1. Analyse impacts of globalisation on social life
CO2. Understand Indian experience of globalisation
CO3. Understand globalisation in social context
CO4. Process and characteristics of globalisation
CO5. Agencies that promote the globalisation process
CO6. Factors that promote globalisation
CO7. Globalisation impact on gender
CO8. Globalisation impact on family
CO9. Marginalised groups and globalisation

Course Content:

Unit I: Introduction   Hrs - 14

a. The historical and social context of globalization
b. Characteristics of globalization
c. Benefits and disadvantages of globalization

Unit II: Agencies of Globalization   Hrs - 12

a. Multinational corporations (MNCs) and non-governmental organizations (NGOs)
b. Information technology
c. International agencies (IMF, World Bank, etc.).

Unit III: Process of Globalization   Hrs - 12

a. Diffusion and projection of American value system and cultural patters
b. Cultural homogenization, hegemony and dominance
c. Diaspora communities, transnational ethnic and religious movements.

Unit IV: Social Consequences of Globalization   **Hrs - 12**

   a. Inequality within and among nation states
   b. Socioeconomic impact of globalization – market, agriculture and employment
   c. Impact on individual and group identities – gender, education

Unit V: Globalization and the Indian Experience   **Hrs - 14**

   a. Globalization impact on public policy
   b. Impact on family and social institutions
   c. Trends and future prospects of globalisation

Reference Books

Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.

Drezem Jean and Amartya Sen. 1996. *Indian economic development and social opportunity*. Delhi: Oxford University Press.

Escobar, Arturo. 1995. *Encountering development: The making and unmaking of the third world*. Princeton: Princeton University Press.

Hoogvelt, Ankie. 1998. *The Sociology of development*. London: Macmillan.

Kiely, Ray and Phil Marfleet (eds).1998. *Globalization and the third world*. London: Routledge.

Preston, P.W. 1996. *Development theory – An introduction*. Oxford: Blackwell.

Watters, Malcolm.1996. *Globalization*. London: Routledge.

SYS 507 Human Rights and Social Justice

Objectives:

The course will enable the learner to -
1 Understand the significance of human rights
2 Study the theories on human rights
3 Analyse the constitutional rights and social justice
4 Learn the human rights movements.
5 Understand the inequality in social justice and human rights

Course Outcome:

CO1. Analyse the nature of human rights
CO2. Understand Indian experience of human rights and social justice
CO3. Understand human rights and social justice in social context
CO4. Agencies that promote social justice in India
CO5. Factors that promote human rights
CO6. Globalisation impact on rights and social justice
CO7. Social justice and marginalised groups
CO8. Marginalised groups and human rights

Course Content:

UNIT-I: Introduction Hrs - 14
   a. Human Rights: Meaning and Characteristics
   b. Forms of Social Justice: Meaning and Characteristics
   c. Issues and Dimensions of Social Justice in India:, Dalit, Minorities, Tribes, Women and Children

UNIT-II: Theories of Human Rights Hrs - 12
   a. Classical theory
   b. Marxist Neo-Marxist theories
   c. Liberal theory

UNIT-III: **State, Constitution Rights and Social Justice** Hrs - 14
   a. Constitution and Rights with special reference to Class, Caste, Tribe, Minorities and Gender.
   b. Growth of New Rights: Environment, Education, Prisoners Rights, Women's Rights, Rights of Third Gender and Rights of Children
   c. Rights related to Health; Rights of labourer, Unorganized Sector and Right to Information

UNIT-IV: Human Rights Movements and Stakeholders Hrs - 14
   a. Concerns with Human Rights and Movements-The Stakeholder Approach
   b. Civil Society Organizations
   c. Movements for Protection of Human Rights

UNIT-V: Human Rights and Marginalized groups   Hrs - 12
   a. Violation of Human Rights with regard to dalits, tribal and nomadic groups
   b. Women rights and policies
   c. Role of Human Rights Organizations in protections of Human Rights

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UNDP, Human Development Reports

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SYS 508 Sociology of Minorities

Objectives: this course will help the learners to understand scientifically -
1. The issues of minorities in contemporary situation.
2. The social and economic conditions of minorities in India.
3. The political participation of minority communities.
4. The cultural positions of the minorities in spatio-temporal contexts.
5. The debates on the problems of the minorities and the solutions.

Course Outcome:
CO1. Analyse the nature of minorities in India
CO2. Understand Indian experience of defining minorities
CO3. Understand human rights and social justice in minority communities
CO4. Agencies that promote social justice among minorities in India
CO5. Factors that promote minority welfare in India
CO6. Role of the state in promoting the interests of the minorities
CO7. Concerns and Social justice among minority communities
CO8. Minority groups and human rights

Course Content:

Unit – I : Introduction   Hrs - 14
a. Meaning, characteristics and types of minorities
b. Scope of importance of Sociological study of minorities
c. Approaches to the study of minority communities- Liberal, plural and multicultural.

Unit – II : Profile of Minorities in India   Hrs - 12
a. Religious minorities.
b. Linguistic Minorities.
c. LGBTQ Community

Unit-III: State and Minority communities in India.   Hrs - 14
a. Problems of minorities in India
b. Psycho-social issues of minorities
c. Constitutional provisions; Policies and programs for minority welfare; minority rights

Unit –IV: Social significance of Minorities in India   Hrs - 14
a. Political participation and political representation
b. Violence and displacement of minorities
c. Contribution of minorities – health, education and economy

Unit -V: Minority communities and New Social Movements   **Hrs - 12**
   a. Citizenship, Exclusion and Social Movements
   b. Minority protests and mobilization
   c. Impact of nationalism and globalisation

References:

Ahmed, Imtiyaz and Ghosh, Partha and Reifeld, Helmut (ed.) (2000): Pluralism and Equality (Values in Indian Society and Politics), Sage, New Delhi.

Brass, Paul R. (1991): Ethnicity and Nationalism: Theory and Comparison, Sage, Delhi.

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Kohli, Atul (ed.) (1998): India's Democracy: An Analysis of Changing State-Society Relationship, Princeton University Press.

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SYE 509 Indian Society: Contemporary Issues

Objectives:
The course seeks
1. To go beyond the commonsense understanding of the prevailing social issues and problems to project them into their structural context; to focus on the structural linkages and interrelationships.
2. To sensitize to the emerging social issues and problems of contemporary India.
3. To acquire sociological understanding of social issues and problems
4. Empower to deal with the social problems and to serve as change agents both in governmental and non-governmental organizations
5. The sociological perspectives to enable students to gain a better understanding of their own situation and region.

Course Outcome:
CO1. Understand social issues and problems of contemporary India.
CO2. Change agents - governmental and non-governmental organizations.
CO3. Structural linkages and interrelationships of social issues.
CO4. Emerging social issues and problems of contemporary India,
CO5. Sociological understanding of issues and problems
CO6. Empower to deal with issues and problems
CO7. Better understanding of their own situation and region.

Course Content:

UNIT - I : Introduction: **Hrs -10**
   a. Unity and diversity in India
   b. Problems of integration

UNIT - II : Social Organisation: **Hrs -09**
   a. Caste and class conflicts.
   b. Marginalisation – SC, ST, OBC and minorities

UNIT - III : Changing Trends of Marriage and Family: **Hrs -10**
   a. Marriage, divorce and separation.
   b. Family problems - Domestic Violence, Problem of the aged

UNIT - IV : Development Issues: **Hrs -10**
   a. Regional Disparities; Development Induced displacement.
   b. Social unrest - terrorism, naxalism, communalism and corruption

UNIT - V : Social Issues in Contemporary India: **Hrs -09**
   a. Environmental sanitation and health
   b. Educated unemployment and employability.

Reference Books

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Dube, Leela. 1997. *Women and Kinship, Comparative Perspectives on Gender* Southern South Asia.

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Karve, Iravathi. *Kinship Organization in India*.

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SYE 510 Sociology of Sanitation

Objectives

The content of the course will enable the students:
1. To sensitize students to sanitation related health issues
2. To understand the role of the State in healthcare in India
3. To make aware the environmental sanitation conditions in India
4. To sensitize the social responsibility of environmental sanitation.
5. To understand the social aspects of sanitation and social ordering.

Course Outcome:
CO1. Sensitize to health related social issues.
CO2. Understand public health and social medicine.
CO3. Aware of health and sanitation conditions in India
CO4. Role of the Governments in the healthcare in India
CO5. Make aware the health and sanitation conditions in India
CO6. Social aspects of sanitation and social ordering
CO7. Understand sanitation movement in India
CO8. Know about Sulabh Movement in India

Course Content:

UNIT - I : Introduction   **Hrs -09**
   a. Meaning, origin and scope of sociology of sanitation
   b. Significance of the study of sociology of sanitation

UNIT - II : Roots of Sanitation Studies   **Hrs - 09**
   a. History of sanitation in India
   b. Phenomenology of Untouchability

UNIT – III : Health and Sanitation   **Hrs -10**
   a. Sanitation, hygiene and health
   b. Sanitation policies and programmes in India; role of NGOs.

UNIT - IV : Sanitation in India   **Hrs -10**
   a. Problem of environmental sanitation in India
   b. Sulabh sanitation movement

UNIT - V : Sanitation and Society   **Hrs -10**
   a. Social construction of hygiene and sanitation
   b. Scavenging castes and gender issues in sanitation

Reference Books

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Albrecht, Gary L. and Fitzpatrick, R. 1994. *Quality of life in health care*: Advances in medical sociology. Mumbai: Jai press.

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SYH 551 Modern Sociological Theories

Objectives :

This course is intended
1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking.
2. To understand the theoretical relevance and analytical utility of the theoretical perspectives in understanding social structure and change.
3. To develop the understanding of major sociological perspectives.
4. To develop the analytical abilities of the students.
5. To develop research orientation of the students with the understanding of major theoretical perspectives.

Course Outcome:

CO1. Understand major sociological perspectives.
CO2. Analytical abilities.
CO3. Research orientation in theoretical perspectives.
CO4. Theoretical issues which have shaped the sociological thinking.
CO5. Relevance and analytical utility of the theoretical perspectives.
CO6. Social context of theories.
CO7. Development of sociological theories

Course Content:

UNIT – I : Ethno-methodology and Phenomenology: **Hrs -16**
   a. Ethno-methodology – H Garfinkel
   b. Sociological phenomenology – Alfred Schultz and Husserl
   c. Empirical phenomenology and emergence of grounded theory

UNIT – II : Post Modern Social Theory: **Hrs -16**
   a. Emergence Post Modern Social Theory
   b. Application of post-modern theory
   c. Critique on Post-modern social theory

UNIT– III : Concept of Modernity: **Hrs -16**
   a. Classical Theorists on Modernity
   b. The Risk Society – Ulrich Beck
   c. Hyper-rationality, McDonaldization – George Ritzer

UNIT – IV: Neo Functionalism and Neo Marxism: **Hrs-16**
   a. Neo-functional approach – Jeffry Alexander
   b. Jurgan Habermas; Antony Gramsci
   c. Marxist structuralism – Lewis Althusser

UNIT – V Structural and Post Modernist Theory: **Hrs -16**
  a. Structuration theory – Anthony Giddens
  b. Deconstructionist approach – Jacques Derrida
  c. Post-modernist theory – Michel Foucault

Reference Books:

Abraham, Francis. 1984. *Modern Sociological Theory*, Orient Longmans, New Delhi.

Berger, L and Thomas Lukmann. 1966. *The Social Construction of Reality*, Doubleday, Garden City.

Bryant, G.A. and D. Jary. 1991. *Gidden's Theory of Structuration* : A Critical Approach Rutledge, London.

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Swingwood, A.1984. *A Short History of Sociological Thought*, Mac Millan.

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Turner, Jonathan. H.1987. *The Structure of Sociological Theory*. Rawat Publications Fourth ed., Jaipur.

Wells, Alan (ed). *Contemporary Sociological Theories*. Goodyear Publishing Co, California.

SYH 552 Gender and Society

Objectives:
After completion of this course, the learners will be able:
1. To introduce the students to the debate on the determination of gender roles.
2. To orient the students regarding theories of gender relation in Indian society.
3. To trace the evolution of gender as a category of social analysis.
4. To introduce the basic concepts of gender and gender inequality
5. To analyze the gendered nature of major social institutions
6. To understand the challenges to gender inequality

Course Outcome:
CO1. Understand gender determination and gender roles.
CO2. Analyse gendered nature of major social institutions
CO3. Understand the challenges to gender inequality
CO4. Theories of gender relation in Indian society.
CO5. Gender as a category of social analysis.
CO6. Basic concepts of gender and gender inequality
CO7. Gendered nature of major social institutions
CO8. Social construction of gender and gender roles

Course Outcome:
UNIT – I : Introduction: Hrs -16
a. Emergence of Sociology of Gender.
b. Relevance of Sociology of Gender
c. Methodological and Theoretical Perspectives for the study of Gender
d. Women studies in India

UNIT – II : Gender and Stratification: Hrs -16
a. Patriarchy and Gender Socialization
b. Religion and Gender
c. Caste and gender
d. Gender Inequality, Gender Justice, Gender development index (GDI)

UNIT – III : Theoretical Perspectives: Hrs -16
a. Liberal feminism
b. Radical feminism
c. Socialist feminism
d. Eco-feminism and Black feminism

UNIT – IV : Women in Indian Society: Hrs -16
a. Economic Participation of Women.
b. Political participation of women.
c. Women empowerment through Education
d. Media presentation of women

UNIT – V : Empowerment of Women in India: **Hrs -16**
   a. Concept of Empowerment and its Importance
   b. Role of Government Policies and Strategies for Empowerment
   c. Role of NGOs in Women's Development
   d. Empowerment of Women in Karnataka.

Reference Books:

Ahlawat, Neerja. 2002. "Empowering Women –Challenges before Women's Organizations" *Guru Nanak Journal of Sociology*, Amritsar. Vol 23 (2)

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Purushotham, Sangeetha. 1998. Empowerment of Women at the Grassroots, Sage, New Delhi.
Rege, Shamila (ed). 2003. *Sociology of Gender*, Sage Publications. New Delhi.

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SYS 553 Education and Society

Objectives:
After completion of this course, learners will be able to
1. Understand the interface between education and society.
2. Understand the major concepts and development of sociology of education.
3. Understand the theoretical approaches in analysing education.
4. Get acquainted with the contributions in sociology of education
5. Get acquainted with the alternative educational programmes in India
6. Analyze different education policies in India.

Course Outcome:
CO1. Interface between education and society.
CO2. Understand theoretical approaches of sociology of education.
CO3. Learn about alternative educational programmes in India
CO4. Understand the theoretical perspectives in education
CO5. Development of sociology of education.
CO6. Contributions in sociology of education
CO7. Nature of higher education in India
CO8. Problems and prospects of higher education in India

Course Content:

UNIT- I: Introduction: Hrs – 14
a. The nature, scope and importance of Sociology of Education
b. Relationship between Education and Society; importance of education
c. Concepts – broader and narrower; bi-polar and tri-polar

UNIT- II: Education in India: Hrs -12
a. Socio-historical Context - Education in pre-independent and Post-Independent India
b. Recent Trends in Education in India
c. Problems of education in India

UNIT- III: Agencies of Education: Hrs - 12
a. Family and Peer group
b. School and teachers
c. Mass media

UNIT-IV: Education and Mobility: Hrs - 14
a. Factors affecting academic opportunity and achievement: Caste, Class and Region
b. Problems of girl education in India
c. Education as a channel of Social Mobility

UNIT-V: Higher Education in India: Hrs -12
   a. Growth of Higher Education in India
   b. Non-formal education and distant learning
   c. Challenges and problems of higher education

Reference Books

Banks, Olive. 1971. *Sociology of Education*, (2nd ed.). London: Batsfard.

Blackledge, D. and Hunt.B.1985. *Sociological interpretation of Education*. Crom Helm: London.

Brokover, and D.A. Gottlieb. *A Sociology Education*.

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Gore, M.S.(ed). 1975. *Papers on the Sociology of Education in India*. NCERT: New Delhi.

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Syed, Nurullah and Naik. J.P, *History of Education in India during the British Period*.

Tayler, William. 1977. *The Sociology of Educational Inequalities*. Methuen: London.

SYS 554 Sociology of Development

Objectives:

The course is designed to achieve the following objectives:
1. To provide conceptual and theoretical understanding of social change and development
2. To offer an insight into the ways in which social structure imposes on development and development on social structure
3. To address the Indian experience of social change and development
4. To prepare the students for professional careers in the field of development planning.
5. To provide an understanding of the alternate trends and paths of development
6. To understand the contemporary socio-economic framework of development in India

Course Outcome:

CO1. Understand social change and development
CO2. Indian experience of social change and development
CO3. Professional careers in development planning.
CO4. Theoretical understanding of social change and development
CO5. Social structure and development relationship
CO6. Alternative trends and paths of development
CO7. Contemporary socio-economic framework of development in India

Course Content:

UNIT – I : Introduction: Hrs - 12

a. Scope and Importance of Sociology of Development
b. Development of Economic Sociology
c. Sociological Dimensions of Development

UNIT – II : Changing concepts on Development: Hrs - 12

a. Human Development
b. Social Development
c. Sustainable Development

UNIT - III : Theories of Development: Hrs - 12

a. Modernisation Theory
b. Socio-Psychological Theory (D. Macllelland)
c. Vicious Circle Model

UNIT – IV : Theories of Under Development and Dependency Theory: Hrs - 14

    a. Unequal Development (Samir Amin)

    b. The World System and Multinational Corporations (Wallerstein)

    c. Development of Under Development (A.G. Frank)

UNIT – V :Social Structure and Development (special reference to India):Hrs - 14

    a. Culture and Development

    b. Gender and Development

    c. Development Disparities in India

Reference Books:

Alexander K.C. and Kumaran, K.P. 1992. *Culture and Development*, New Delhi, Sage.

Haq, Mahabub ul. 1990. *Reflections on Human Development*, Karachi, Oxford.

Hoogvelt, Ankie M. 1996. *The Sociology of Developing Societies*, Delhi. MacMillan.

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Ian, Roxborough. 1979. *Theories of Underdevelopment*, Macmillan, London

Pandey, Rajendra. 1985. *Sociology of Development*, New Delhi, Mittal.

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Sharma, S.L. 1986. *Development: Socio-cultural Dimensions*. Jaipur, Rawat.

Smelser, Neil. J. 1988. *The Sociology of Economic life*, New Delhi, Prentice Hall.

Webster, Andrew. 1988. *Introduction to the Sociology and Development*, New Delhi, Macmillan.

Zimmerman, Carle C. and Richard E. Duwords (eds.). 1976. *Sociology of Underdevelopment*, Jaipur, Rawat.

SYS 555 Industry and Society

Objectives:

The course is designed to
1. Provide an understanding of sociology of industry, labour, human relations and management,
2. Get the student familiarised with the actual problem situations in industrial organisation in sociological perspectives.
3. Impart sociological knowledge for students on the management and organisation aspect of work and workers in industrial organisation.
4. Expose the students with the knowledge on industrial society and sociological order, industrialisation process, work transformation, Industrial organisation with personnel management practices
5. Understand the bearing of society and industry on each other

Course Outcome:

CO1. Understand industry, labour, human relations and management,
CO2. Trace problem situations in industrial organisation.
CO3. Industrial organisation and personnel management.
CO4. Sociology of industry and labour.
CO5. Industrial organisation and sociological perspectives.
CO6. Organisation aspect of work and workers in industrial organisation.
CO7. Industrial society and sociological order.
CO8. Bearing of society and industry on each other

Course Outcome:

UNIT – I: Introduction: **Hrs -14**
   a. The Rise of Industrial Sociology
   b. Scope and significance of Industrial Sociology
   c. Industrial development in India

UNIT – II: Industrial Society in Sociological Tradition: **Hrs -12**
   a. Division of labour: The Manorial and Guild System
   b. Rationality and bureaucracy
   c. Production relations – surplus value, alienation

UNIT – III: Industry as Social System: **Hrs -12**
   a. Formal and Informal Organization.
   b. Social structure and industry
   c. Impact of industry on society

UNIT – IV : Industrial Relations: Hrs -14
  a. Changing profile of labour.
  b. Changing management-labour relations: conciliation, adjudication, collective bargaining.
  c. Trade unions; worker participation in management

UNIT -V : Industry and Social Change in India: Hrs -12
  a. Impact on social institutions – family, education, caste and religion
  b. Obstacles and limitations of industrialisation
  c. Industry as agent of development

Reference Books:

Agrawal, R.D. *Dynamics of Labour Relations in India* : A book Readings ; Tata MacGraw Hill.

Agrawal, V.N. 1972. *Labour Problems in India*, Asia Publishing House, Bombay.

Eldridge,. *Industrial Disputes*, London Routledge and Kegan Paul.

Giri, V.V. 1972. *Labour Problems in Indian Industry*, Asia Publications, Bombay,.

Gisbert, Pascual S.J. 1972. *Fundamentals of Industrial Sociology*, Tata McGraw Hill Publishing Company Ltd., New Delhi.

Kennedy V.D. 1966. *Unions, Employers and Government*. Bombay, Manktalas.

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Mongia, J.N. (ed.) 1980. *Readings in Indian Labour and Social Welfare*, Atma Ram, Delhi.

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Sheth, N.R. (ed). 1982. *Industrial Sociology in India*. : A Book of Readings Allied Publishers Pvt Ltd., New Delhi.

SYS 556 Social Entrepreneurship

Objectives:

The course intends to provide
1. Training to be an entrepreneur or to enlarge job prospects of the individual.
2. Promoting the personal qualities specific that are relevant to entrepreneurship,
3. Offering early knowledge of and contact with the world of business, entrepreneurial attitudes and skills,
4. Understanding of the role of entrepreneurs in the community
5. Raising students' awareness of self-employment as a career option

Course Outcome:

CO1. Be an entrepreneur or enlarge job prospects.
CO2. Development of personal qualities relevant to entrepreneurship,
CO3. Contact with the world of business and market relations
CO4. Entrepreneurial attitudes, skills and career options.
CO5. Self-employment strategies
CO6. Raising students' awareness of self-employment as a career option
CO7. Prominent social entrepreneurs

Course Content:

UNIT –I: Introduction: Hrs -14
   a. Meaning and Importance of social entrepreneurship; Qualities of social entrepreneurs
   b. Types of social enterprises – Voluntary, NGO, NPO, Third Sector Organizations
   c. Establishment of social enterprises in India

UNIT – II: Professional Management for Social Enterprises: Hrs - 12
   a. Importance of Professional management in Social Enterprises
   b. Application of professional management techniques in social enterprises
   c. Human Resource Development and capacity building for social enterprises

UNIT - III: Mobilizing and Managing Capital for Social Enterprises: Hrs - 12
   a. Aid Agencies for social enterprises
   b. Accountability among social enterprises
   c. Social Audit and submitting returns.

UNIT –IV: Indian Social Enterprises and Social Entrepreneurs: Hrs - 14
Select case studies of Indian social enterprises and entrepreneurs–
a. M.S. Swaminathan, Varghease Kurien – green revolution, white revolution
b. Bindeshwar Pathak – Sanitation
c. Ela Bhatt, Sumita Ghose – women empowerment
d. Vineet Rai, Harish Hande – rural facelift

UNIT – V: Marketing of Social Services: Hrs -12
a. Application of marketing principles in welfare and development field
b. Corporate Social Responsibility
c. Monitoring and Evaluation

Reference Books:

Bornstein, David. 2007. *How to Change the world: Social Entrepreneurs and the Power of New Ideas*, Oxford University Press.

Dees, Gregory., Jed Emerson, and Peter Economy. 2002. *Enterprising Non Profits – A Toolkit for Social Entrepreneurs*, John Wiely and Sons.

Drucker, Peter. 1990. *Managing the Non Profits Organizations*: Practices and Principles, Harperocollins.

Lee, Nancy R and Philip Kotler. 2012. *Social Marketing: Influencing Behaviours for Good*, Sage South Asia

Nicholls, Alex. 2006. *Social Entrepreneurship: New Models of Sustainable Social Change*, Oxford University Press.

Setterberg, Fred and Kary Schulman. 1985. *Beyond Profit: Complete Guide to Managing the Non Profit* Organizations, Harper & Row.

Steven Ott. J. 2001. *Understanding Non Profit Organizations: Governance, Leadership and Management*, Westview Press.

Sunder, Pushpa. 2013. *Business and Community: The Story of Corporate Social Responsibility in India*, Sage

SYS 557 Sociology of Science and Technology

Objectives:

The objectives of this course is to -
1. Understand the relation between sociology and technology
2. Learn the interplay between society and science & technology
3. Study the social organisation of science
4. Analyse the science education in India
5. Understand the impact of science and technology on social institutions
6. Analyse the growth of science and technology in global situation

Course Outcome:

CO1. Understand the relation between society and technology
CO2. Analyse the social organisation of science
CO3. Understand the science policies in India
CO4. Relevance of science and technology education in India
CO5. Self-employment strategies in technology
CO6. Raising awareness of self-employment as a career option
CO7. Prominent agencies of science and technology

Course Content:

Unit I: Introduction   Hrs - 12
   a. The Emergence, Scope and Importance of Sociology of Science and Technology
   b. Relationship between Society and Science
   c. Science as a Social System, science and Technology

Unit II : Emergence of Science and Technology   Hrs - 14
   a. Nature of Science and Technology Education in India
   b. Pure and applied Science in India
   c. Society, Science and Technology in India

Unit III: Social Organization of Science   Hrs - 12
   a. The Science Policy in India
   b. Social organization of Science in India
   c. R and D Culture in India

Unit IV: Science Education in India   Hrs - 14
   a. Role of Universities in Development of Science and Technology
   b. Relationship between Science and Industry
   c. The problems of Science education in India

Unit V : Indian Science and Technology in Global Situation   Hrs - 14
   a. Impact of LPG on Indian Science and Technology
   b. WTO and IPR and Indian Science and Technology
   c. MNCs and Indian Industry

Reference:

Baliga, AV (1972) Science and Society, Bombay, Lalvam Pub. House

Barber, B (1953) Science and Social order, London, Allen. G

Barber, B and Walter Hirsch, Walter (1962) Sociology and Science, Glencoe, Ill. Free Press

Barnes (Barry) Ed. Sociology of Science, Hamands worth: Pengvin

Chicago: University of Chicago Press

Gillard, J (1991) Scientists in the Third World, Lexington: Kentucky University Press.

Goldsmith, Maurice(ed)(1975) Science and Social Responsibility, London, Macmillan

Jasanoff, S. Markle

Kothari A.N; and others (1986) Science, Technology and Social Change. New Delhi: Wiley   Eastern

Merton R.K. (1973) The Sociology of Science: Theoretical and Empirical Investigations

Motwani, Kewal (1945) Science and Society in India: Foundations of Planning Bombay: Hind

Pinch, G. and Petersen J (Eds) (2002) Handbook of Science, Technology and Society London, Sage

Sprott. WJH (1954) Science and Social Action London . Watts

Storer Norman W (1966) Social System of Science, Newyork, Holt

Uberoi, JPS (1978) Science and Culture, Delhi, Oxford University Press

Williams R and Edge. D (1966) "The Social Shaping of Technology" Research Policy Vol. 25 pp 856-899(2)

SYS 558 Sociology of Media and Communication

Objectives:
The course will enable the students to -
1. Make aware of the Communication Process.
2. Understand the patterns of communication in the changing situation.
3. Acquaint with the concept and process of communication in India
4. Analyse the various types of media.
5. Understand the different perspectives on communication media.
6. Aware of the social problems caused by communication media.

Course Outcome:

CO1. Understand the communication process.
CO2. Study the barriers for effective communication
CO3. Contact with the world of media and market relations
CO4. Entrepreneurial attitudes, skills and career options in media.
CO5. Understand media policies in India
CO6. Raising awareness of media related issues in India
CO7. Sociological relevance of media for democracy

Course Content:

Unit I. Communication   Hrs - 14
   a. Scope and Importance of Sociology of Media and Communication
   b. Types of Communication and Barriers to communication.
   c. Social responsibility of media

Unit II . Perspectives of communication and Media   Hrs - 12
   a. Functionalist and Marxist
   b. Culture Industry – Habermas; Other Approaches
   c. Information and knowledge Society

Unit III. Mass media   Hrs - 14
   a. Radio, Television, Cinema and Social Media
   b. Effects of Mass media on Society.
   c. Media, technology and culture

Unit IV. Mass media and Social Problem   Hrs - 14
   a. Media, Crime and Violence
   b. Media Commercialization.
   c. New media issues: Invasion of Privacy, Piracy, Cybercrimes and Pornography.

Unit V. Media and Development   Hrs - 12
   a. Mass Media development and Social Change
   b. Communication and Rural Development.
   c. Communication Policy –Role of Govt. and other agencies.

Reference:

Allan Wells (1979) Mass Media and Society, Mayfield, California

Ambekar J.B (1992) Communication and Rural Development, Mittal, New

Arvind Singhal and Rogers Evertt (1933) Information Revolution in India,

Asa Briggs & Burke (2005). *A Social History of the Media,* Cambridge: Polity Press.

Bever S.H., et.al., The Sociology of Mass Media Communications, The Social Review,

Blunder, J. and E. Katz, The Uses of Mass Communication. Thousand Oaks, CA: Sage, 1974.

Chatterjee R.K. (1978) Mass Communication, NBT, New Delhil.

David Holmer, Communication Theory-Media, Technology and Society, Sage Delhil.

de Flour M.L and Rokesch S. Bat (1978) Theories of Mass Communication

Denis McQuail, An Introduction to Communication Theories, Sage Publication, New Delhi, 1994.

Denis McQuail, Mass Communication Theory, Sage Publication, 1994

Denis Mcquil (1969) Towards a Sociology of Mass Communication, Macmillan,

Emery E. Ault P.H., Agree W.K.(Dodd, Mead and Co., Introduction to Mass Communication – by Inc. New York)

Everett M Rogers 1989A History of Communication Study :A Biological Approach Institute of Mass Communication.

Keval J.Kumar, Mass Communication in India, Vikas Publication,s New Delhi, 1994..

Melvin L Defleur and Sandra Bll Rokeach 1989, Theories of Mass Communication Publication, London, 2005.

Richard Campbell Media and culture an introduction to mass communication Ronald Rice New media –, Sage Publications, 1984

Rural Development and Communication Problems (1980), Indian Sage New Delhi.

Vir Bala Aggarwal. 2002. Ed Media and Society: challenges and opportunities Concept.

SYP 559 - Research Project Course – Dissertation

Objectives:

Research skills are very important for sociological analysis. Through this course, in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity. This project course will help to:-

1. Develop the ability to conceptualize, formulate and conduct simple research projects.
2. Learn to assess the research studies and findings.
3. Develop the skills for library work and documentation for research.
4. Develop favorable attitudes for the integration of research and theory.
5. Develop logical thinking and critical analysis.

Course Outcome:

CO1. Ability to conceptualize, formulate and conduct research projects.
CO2. Assess the research studies and findings.
CO3. Skills for library work and documentation.
CO4. Logical thinking and critical analysis.
CO5. Favorable attitudes for the integration of research and theory.
CO6. Field-work skills and experience.
CO7. Writing skills, reference skills
CO8. Techniques of data collections
CO9. Methodologies in social analysis

Guideline for Research Project:

1. Student shall select the research topic in the third semester itself in consultation with the faculty member assigned as in-charge or guide for Research Project Course and report the same to the Head of the Department/College Principal in writing.
2. The topic of such research project shall be relevant to sociology course on the whole.
3. The topic of such research project shall be finalized only after the Department/College approves the same.
4. The tools of data collection should be finalized and data collection shall be completed by the mid of the fourth semester.
5. The student has to submit two bound copies of Research Dissertation to the Head of the Department/College Principal on or before the last working day of the IV semester in a prescribed format.
6. Each student shall be compulsorily supervised in the Research Project by a faculty member, preferably who has PhD research degree in sociology and is a full-time teaching faculty in the department/college. The supervisor will guide the student in methodology and the course of the study.
7. The list of such eligible faculty members in the Department/College is prepared and approved by the BOS in Sociology.

8. The allotment of the students to a faculty for supervision shall be done by the Department Council.
9. Periodic individual conference, related to Research Project of each student, shall be conducted by the supervisor.
10. Each student shall be required to take part in Class Room Presentations in the context of Research Project. Assignments regarding such presentations (colloquium) shall be related to the research methodology and tools of research being developed by the student.
11. The student's performance in such assignments is considered in assigning the Internal Assessment marks allocated for Research Project.
12. The type of research project (qualitative, quantitative or combined) should be based on the consensual decision of both the student and the supervisor.
13. Interested students may take up internship of 15 to 21 days in an institution, industry or a workshop and need to produce the endorsement certificate.
14. The sample size for quantitative research shall not be less than 50 respondents; and minimum of 10 cases if it is qualitative.
15. Not less than 5 class hours per week or 80 hours in 4th semester shall be spent by the student for such Research Project.
16. A total of 5 Credits shall be allocated to the Research Project Course.
17. The project course will be evaluated on the basis of the dissertation and the continuous internal assessment. (Dissertation 70 + continuous Internal Assessment 20 + colloquium 10 = Total 100).
18. The endorsement certificate from the Institution/ Industry/ agency should be enclosed with the report if the project fieldwork is done in such institution.
19. Plagiarism should be avoided and the Department/college should check the project report for plagiarism.
20. On time submission of the dissertation is mandatory.

Research Project Report shall consist of the following sections.

        Section A   :   Preliminaries
        Section B   :   Body of the Report
        Section C   :   Annexure / Appendix

Section A is a formal general section and shall include:

1. Title page - having details as the title of the study, name of the researcher, register number, name of the guide, department/institution through which the study has been undertaken under University, and the year of the research project work.
2. Forward/Acknowledgement.
3. Table of contents with Page Numbers.
4. List of Tables, Charts, Graphs.
5. Certificate from the candidate stating the originality of the research report content.
6. Certification from the guide/supervisor.
7. Certification from the agency if the study has been carried out in a particular institution.

Section B is formal technical section and shall include the chaptarisation of the report

1. Executive summary in the form of abstract (200 words)
2. Introduction
3. Objectives
4. Review of literature.
5. Methodology
6. Data presentation and analysis
7. Major Findings and conclusions
8. Suggestions and recommendations.

Section C shall include such information that is not included in the body of the report, but is relevant to the study.

1. Reference
2. A copy of the tool of data collection.
3. Additional statistical tables.
4. Photographs, figures, maps, etc.

Technical specifications of the report:

1. Printed and bound a minimum of 25 pages to a maximum of 50 pages, excluding the preliminary content pages and the annexure/appendix.
2. Use A4 size paper, 1 inch margins on all 4 sides; font Times New Roman 12 size, double spaced.
3. Referencing in ASA/APA style, with author-date system.
   e.g. for a book by Pitirim Sorokin published in 1978; title of the book 'Contemporary Sociological Theories'; published by Kalyani Publisher, from New Delhi.
   a. In text referencing:
   (Sorokin 1978)
   b. In text quoting the statement:
   (Sorokin 1978: 236)
   c. Reference:
   Sorokin, Pitirim. 1978. *Contemporary Sociological Theories*. New Delhi: Kalyani Publishers.

Areas of Job orientation in completion of the courses:

Government departments
Research groups
Development agencies
Teaching - Universities and colleges
Market research firms
Legal cells / bodies

Fields open:

In research: survey designer, market research analyst, data analyst, social statistician, population analyst, health researcher, criminology researcher, environment policy analyst.

In education: teacher, lecturers, administrative officer, career counsellor, public health education.

In Community work: social worker, community worker, child and youth worker, family therapist, addiction counsellor.

In correction centres: police officer, correction officer, criminal law legal advisor.

Course specific future orientations:

Sl No	Courses	Job orientation
1	Research Methodology Social Statistics Methods in Social Research Emerging Challenges in India Project Work	Survey designer, Market research analyst, Data analyst, Social statistician Development research
2	Indian Society; Society in Karnataka Rural and Urban Society in India Sociology of Marginalised Groups Sociology of Backward Classes Sociology of Social Movements Sociology of Religion Sociology of Tribes Sociology of Environment Sociology of Coastal Karnataka Sociology of Minorities	Social work Community work Social counsellor
3	Sociology of Health and Sanitation Sociology of Ageing Sociology of Disaster and Social Crisis Sociology of Sanitation	Health researcher Fire service safety worker Disaster relief worker
4	Crime and Society Social Psychology Gender and Society Education and Society Human Rights and Social Justice	Criminology researcher Correction centres Family counsellor Police department
5	Social Entrepreneurship Industry and Society Sociology of Development Globalisation and Society Sociology of Leisure and Sports Sociology of Science and Technology Sociology of Media and Communication	Social entrepreneur Employment exchange office Career guidance HRD